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ABSTRACT

A study of effective training programs for community and court interpreters is reported. The characteristics of 25 well-established interpreter training programs in North America, Europe, and Scandinavia were examined, and 6 of these programs were selected for site visits. The purposes were to identify outstanding models of interpreter training, learn how they are organized, staffed, and funded, and find evidence that formal interpreter training significantly improves interpreter performance and helps ensure clients equal access to medical, legal, and social services. The report provides background information on the Twin Sisters Interpreter Project (Minnesota) and on the study itself, outlines its methodology, describes 8 of the training programs in some detail, presents results of an analysis and comparison of characteristics of the 25 programs examined, and makes observations on the importance of interpreter training in promoting professionalism, role definition, and reliability of performance. It is concluded that the proficiency and reliability of a given interpreter can not be assumed without a formal performance evaluation and that interpreter training programs can significantly affect an individual's interpreting proficiency. Appended materials include a summary of interviews and observations from the site visits, documentation on the training programs in the study, and additional information about community interpreting. (MSE)

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Professional Training for Community Interpreters

A Report on Models of Interpreter Training and the Value of Training

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Professional Training for Community Interpreters

A Report on Models of Interpreter Training and the Value of Training

by Bruce T. Downing
and Kate Helms Tillery

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The participation of other Project members—Laurel Benhamida, Carol Berg, Beatriz Cabrera, Ellen Rau and Phoua Thao—was essential to the completion of the study. The authors appreciate the many thoughtful comments and suggestions they offered during the writing of this report. We wish to note especially Ms. Berg's contributions to the descriptions of the training programs in Vancouver and Tucson. Many individuals associated with the programs we visited in the course of our study gave generously of their time, their knowledge, and their hospitality. We cannot thank them enough. While recognizing the many contributions of others, the authors assume sole responsibility for the contents of this report.

Bruce T. Downing
Kate Helms Tillery

ABSTRACT

In 1990 the Twin Cities Interpreter Project, a coalition of professionals in Minneapolis and St. Paul concerned with improving the quality of language interpreting services, undertook a study of twenty-five well-established interpreter training programs in North America and Europe. Six programs were selected for site visits; information about the others was obtained from written materials. The purposes of the study were to identify outstanding models of interpreter training and learn how they are organized, staffed, and funded; and to find evidence that formal interpreter training significantly improves interpreter performance and helps ensure equal access to medical, legal, and social services. Sufficient information was obtained concerning eight of these programs to provide a description of when, why, and how the program was established; the level, duration and content of training; the instructional staff and teaching methods; evaluation and certification procedures; how graduates are employed; community standards and support for professional community interpreting; and the current status, problems, and prospects of the program. The information obtained was reviewed and updated in early 1991.

Each of the six programs visited is notable for a different reason. The Certificate Program in Court Interpreting at Vancouver Community College in British Columbia, Canada, has years of experience and is set up to provide interpreter training in any language for which there is a need. (Most programs train in only one or two language pairs.) In contrast, the Summer Institute for Court Interpretation at the University of Arizona in Tucson focuses specifically on Spanish-English interpreting, and provides a level of training high enough to prepare some trainees for the rigorous Federal Court Interpreter Examination. While the programs in Vancouver and Tucson provide court interpreter training, the Community Interpreter Project of the Institute of Linguists Educational Trust in Cambridge, England, trains interpreters to work in social service areas in order to ease communication between public service agencies and non-English speaking clients. The Diploma course in Community Interpreter Training Techniques at the Polytechnic of Central London prepares instructors to teach the training courses offered by the Community Interpreter Project. It is the only program in the United Kingdom that prepares interpreter trainers. The Institute for Interpretation and Translation Studies in Stockholm oversees interpreter training courses throughout Sweden at both the community college and university level. The institute also supports further training in legal and medical interpreting, promotes research on interpretation and translation, and is responsible for development of teaching materials. An introduction to interpreting in social service settings is offered through the Community Interpreter Program in Copenhagen, Denmark. Training is provided in several languages simultaneously and no certificate or diploma is given.

Data and testimony gathered from the site visits clearly demonstrate that the proficiency and reliability of a given interpreter cannot be assumed without a formal performance evaluation and that interpreter training programs can make a significant difference in an individual's interpreting proficiency.

1. BACKGROUND: THE IMPORTANCE OF INTERPRETER TRAINING

THE NEED IN THE COMMUNITY

Access to social services, including health and mental health care, may be considered a fundamental human right. Steps have been taken to improve such access for people who may be disadvantaged for a variety of reasons, including, for example, substandard educational background; low income level; physical and mental disabilities; and race, sex and age discrimination.

The Twin Cities (St. Paul and Minneapolis, Minnesota) is home to a large population group whose right of access to social services may easily be compromised. These are immigrants, refugees, and others who do not speak fluent English. Since 1980, the Asian and Pacific Islander population in Minnesota has increased by 80 percent. In 1980 and 1981, approximately 10,000 refugees arrived in Minnesota; since then, the state has continued to resettle more than 2,500 primary migrants every year (Minnesota Department of Human Services 1988). Today there are estimated to be approximately 65,000 Asian and Pacific people in Minnesota and the 1990 census is projected to show about 90,000. With more than 34,000 refugees, Minnesota now has the fifth largest refugee population in the country, and the Twin Cities has the second largest urban Hmong population after Fresno, California. In St. Paul (population 265,100), one out of eighteen people is a Southeast Asian refugee, and in Minneapolis (population 355,800), one out of twenty-two people is a refugee (Minnesota Department of Human Services 1988).

There is abundant evidence that non-English speakers in the United States, especially refugees, are disadvantaged. Health and mental health care services can serve as an example to illustrate the nature of the problem. A report by the Minnesota Department of Human Services has indicated that "individuals who are socially, linguistically or geographically isolated and have not learned adequate coping skills are more vulnerable to health and mental health problems" (Minnesota Department of Human Services 1988, p. 5). Yet most health care agencies do not have staff with language skills in the home languages of the majority of refugees. For a number of reasons, including their lack of English language skills and knowledge of American culture, these individuals are often not receiving optimum health care.

The Minneapolis Health Department, like other health care providers, informs its patients of their rights as consumers of health care. Among client rights are:

- considerate and respectful care and a recognition of privacy and individuality;
- an explanation of how the clinic functions and what to do with a problem concerning health care;
- an explanation of the care and treatment received and answers to questions in terms the client can understand.

(Minneapolis Health Department)

Health care and other human service institutions have an obligation to all clients to discharge these rights; this obligation extends to providing high quality interpreter services for clients unable to communicate in English.

THE PROFESSIONAL INTERPRETER

It is important to realize that interpreting is a professional service. Precedent for providing professional interpreters to populations needing them exists in the provision of sign language interpreters for the hearing impaired. The deaf community in the United States has successfully fought a number of legal and legislative battles over the last twenty years to gain the right to quality interpreting services. Gradually the implementation of new laws facilitated the provision of American Sign Language interpreters in education, health, judicial, and employment settings.

Sign language interpreter training programs prepare professional interpreters to work in community settings very much like those in which immigrants and refugees need interpreters. Many aspects of curricula for training sign language interpreters are relevant to the training of interpreters serving the refugee population. Of special importance is the "Code of Ethics" for interpreters which outlines the essential guidelines for professional conduct. This code explains the responsibility of interpreters to practice confidentiality, neutrality (communicate objectively), and accuracy (convey the message and the meaning of the speaker in content and spirit) in their interpretation.

Another area in which interpreting is well-established is that of international conferences. "The role of the interpreter as a necessary professional has long been recognized in the area of conferences and diplomacy. The United Nations and the State Department are prime examples of organizations which recognize the professionalization required of an interpreter" (New Jersey Consortium 1988, p. i). Several educational institutions in the United States offer degrees or certificates in conference interpreting.

Over the last ten years, court interpretation has begun to receive professional recognition as well, due to the effects of the Federal Court Interpreters Act of 1978. The implementation of this act mandates a determination of minimum levels of competency and a demonstration of required qualifications before an interpreter may be admitted to status as a certified federal court interpreter. The resulting certification examination was developed by a group of experts including court interpreters, international conference interpreters, language specialists and test construction specialists. From its inception in 1980 through 1989, 8,299 persons have taken the certification examination (Spanish/English). Of these, 307 or 3.7 percent have passed the written and oral portions of the competency test for professional interpreters (New Jersey Consortium 1988, p. i). One reason for this low success rate is that in this country there have been almost no programs for education and training of professional interpreters (Benhamida 1988, p. 2).

Community interpreting is a specialty in itself, apart from courtroom or conference interpreting. Community interpreters handle the tasks of interpreting in a variety of community situations, including police and (non-courtroom) legal encounters, schools (parent-teacher conferences), public safety, employment interviews, and community agency services, as well as health and mental health care settings. In this country in particular, individuals with few or no qualifications beyond their ability to speak the languages in question have often been called upon to serve in the role of interpreter in these community settings. These "lay interpreters" are often workers pulled away from other jobs when needed, or friends and relatives, including minor children, of the client.

As part of the work of the Refugee Assistance Program—Mental Health Technical Assistance Center, based at the University of Minnesota, Dr. Laurel Benhamida has written a report to the National Institute of Mental Health entitled *Interpreter Training: A Review and Discussion of Existing Interpreter Training Programs*. This review showed that there are very few ongoing interpreter training programs in the United States. Most train interpreters for the deaf; others train only Spanish-English bilinguals. Only a small number have been designed specifically to train community interpreters, or health care interpreters, or interpreters for the many languages spoken in our communities other than Spanish.

Only two of these training programs, that of the New York City Health and Hospitals Corporation's Office of Mental Hygiene Services and the University of Arizona's Summer Institute for Court Interpretation, have attempted to scientifically document the effectiveness of training. The New York study showed that interpreters who received fifty hours of training produced significantly fewer errors of translation than before they were trained, even after years of interpreting experience (New York City Health 1986, p. 33). Analysis of pre- and post-tests of Arizona trainees showed a significant reduction in the number of errors made. After one month of training, the number of students to receive an "acceptable" rating on objective test scores jumped from four (8 percent of the group) to twenty-six (51 percent of the group) (Gonzalez 1983, p. 2).

While professionalization of community interpreters for spoken languages has been especially slow to develop in this country, a number of other countries, including Canada, the United Kingdom, Denmark, and Sweden, provide models of training and competent and efficient community interpreting for refugees and other immigrants. This report, prepared by the Twin Cities Interpreter Project, describes and analyzes information about these model programs as a basis for the development of the community interpreter training programs that are needed.

2. THE TWIN CITIES INTERPRETER PROJECT

The Twin Cities Interpreter Project (TCIP) was organized in 1989, building upon work done by the Refugee Assistance Program—Mental Health Technical Assistance Center (TAC) at the University of Minnesota from 1986 to 1989 and on local experience with health care interpreting. The TCIP is an informal, voluntary, inter-disciplinary coalition of professionals in Minneapolis and St. Paul concerned with improving the quality of language interpreting services for refugees and others, especially in health care facilities and other social services.

Key members of the Twin Cities Interpreter Project are as follows:

Laurel Benhamida, Ph.D.
language educator
Boise, Idaho (formerly with the University of Minnesota)

Carol Berg, M.S., R.N.
Assistant Coordinator
Community Health Services
Minneapolis Health Department
Minneapolis, Minnesota

Beatriz Cabrera
professional interpreter (English-Spanish)
Minneapolis, Minnesota

Bruce T. Downing, Ph.D.
Associate Professor of Linguistics
University of Minnesota
Minneapolis, Minnesota

Ellen Rau, B.A., Social Work
Southeast Asian Coordinator
Hennepin County Medical Center
Minneapolis, Minnesota

Phoua Thao, L.P.N.
Community Program Assistant
interpreter (English-Hmong, English-Lao)
University of Minnesota Hospital
Minneapolis, Minnesota

The following individuals have provided staff support for activities of the TCIP, with funding from the Center for Urban and Regional Affairs, University of Minnesota:

Kate Helms Tillery, B.S.
Graduate Research Assistant (Linguistics)
and professional interpreter (English-Sign)

Anne Loring Froehlich, B.A.
Graduate Research Assistant (Linguistics)

Bee Vang, B.S.
Graduate Research Assistant (Social Work)

Hui-ying Xue, B.A.
Research Associate

As a step toward developing an exemplary training program to serve local needs, this group, under the banner of the Twin Cities Interpreter Project, undertook a study of models for the training of interpreters, supported by a planning grant from the Bush Foundation to the Service League of Hennepin County Medical Center. Additional support for the project was obtained from the Center for Urban and Regional Affairs and the Office of International Education, University of Minnesota, and the Service League. The study was begun in April, 1990. A draft of this report was circulated in November, 1990, and copies were sent to each of the twenty-five programs studied, along with requests for feedback. From January to June, 1991, the report was updated and slightly expanded with the help of corrections and suggestions from ten of the programs. The final draft was completed in July 1991.

3. BACKGROUND AND METHODS OF THIS STUDY

This study was designed to build on the review of interpreter training programs done by Laurel Benhamida (1988), but focusing specifically on interpreters for spoken languages. The primary objectives were: 1) to identify outstanding models of interpreter training and learn how they are organized, staffed, and funded; and 2) to find evidence that formal interpreter training significantly improves interpreter performance and helps ensure equal access to medical, legal, and social services.

As a first step, current descriptive materials were requested from thirty well-established interpreter training programs during the spring of 1990. Responses were obtained from twenty-five of them. Using the information thus obtained, the Twin Cities Interpreter Project members selected a few of the programs most relevant to the project for actual site visits. Those selected included programs in the United States, Canada, the United Kingdom, Denmark, and Sweden.

The following institutions were selected for visits:

1. Vancouver Community College
   Certificate Program in Court Interpreting
   Vancouver, B.C., Canada

2. University of Arizona
   Summer Institute for Court Interpretation
   Tucson, Arizona

3. Institute of Linguists Educational Trust
   Community Interpreter Project
   Cambridge, United Kingdom

4. Polytechnic of Central London
   Diploma course in Community Interpreter Training Techniques
   London, United Kingdom

5. Stockholm University
   Institute for Interpretation and Translation Studies
   Stockholm, Sweden

6. Copenhagen School of Business
   Community Interpreter Program
   Copenhagen, Denmark

To make these site visits, two teams were formed, each consisting of a linguist/educator, a supervisor of interpreters, and an interpreter. The members of the first team were Benhamida, Berg, and Cabrera; they visited the programs in Vancouver, B.C., and Tucson, Arizona. Downing, Rau, and Thao made up the other team, visiting the European programs. All travel took place between July 10 and July 24, 1990. Each site visit lasted at least two days, and included interviews with program directors, instructors, students or graduates and, where possible, representatives of agencies that employ graduates of the program. Because the travel was undertaken during the summer, it was possible to observe training in progress at only one site, the Summer Institute for Court Interpretation in Tucson. Only Downing was able to get to Sweden (with funding from the Office of International Education, University of Minnesota), for interviews at Stockholm University and at the Immigrant

Services Bureau in Uppsala. A list of the individuals interviewed at each site and various training and interpreting activities observed during the site visits can be found in Appendix A.

This report is based on the information obtained through these visits, supplemented by written materials obtained from the programs actually visited and others (see Appendix B for a listing) and various related materials obtained before and during the study (see Appendix C).

The body of the report is divided into three sections: a description of each program; an analysis and comparison of program characteristics; and a summary of data and testimony obtained regarding the value of training for community interpreters.

4. DESCRIPTION OF THE TRAINING PROGRAMS

This chapter provides an overview of the model programs of interpreter training on which the subsequent analysis and comparison is based. For each program an attempt is made to describe when, why, and how the program was established; the level, duration, and content of training; the instructional staff and teaching methods; evaluation and certification procedures; how graduates are employed; community standards and support for professional community interpreting; and the current status, problems, and prospects of the program.

VANCOUVER COMMUNITY COLLEGE, VANCOUVER, B.C., CANADA

When, Why, and How the Program was Established

A Certificate Program in Court Interpreting was established at Vancouver Community College in 1979 (Carr 1989a, p. 41). It was the result of an effort by a small group of court interpreters concerned about the "random methods employed in the selection and preparation of court interpreters in the province" (Carr 1989a, p. 41). Representatives of the court system, the judiciary, and the bar have been directly involved as members of the program's advisory committee. The program is located in the Continuing Education Division (which provides greater flexibility than if it were housed in a regular academic unit) and is subsidized (from other tuition income) by the College, because it is seen as "fulfilling a public need" "within the linguistic mosaic of the province" (Carr 1989a, p. 44). Support has been sought and received from representatives of social service agencies, the federal immigration authority, local ethnic communities, and consulates in British Columbia. Still, at least until recently, funding and community support have been perennial problems.

Scope, Focus, Level, Duration, and Content of Training

Dr. Silvana E. Carr, the current director, describes her program as "the only fully-operational multilingual [interpreter] training program at a public educational institution in Canada [other than in aboriginal languages]" (Carr 1989a, p. 41). Unlike nearly all training programs in the United States, the program is "theoretically open to students with any language of specialty" (p. 42). The languages offered depend on community need, student demand, and instructor availability. Training for speakers of fourteen different languages has been provided since the inception of the program. For each course "from four to six language-specific classes are offered concurrently" (p. 42); Spanish, Cantonese, Korean, Vietnamese and Polish, along with English, are the languages of focus during the 1990-91 year. The program is offered annually as a part-time evening course. Classes meet twice a week for a total of six hours. Students receive 150 hours of instruction over a period of two terms, from October to May (p. 41). To be admitted "applicants are required to pass an oral and written proficiency examination to demonstrate a sound command of both languages" (p. 42). Prospective students must also have sufficient formal education so that they may be expected to succeed in the course.

One of the evening classes is spent with bilingual instructors, who lead students in exercises to improve interpreting accuracy in their native language and in English. The other evening class consists of skill development or lecture. Enrollment averages twenty students in five language combinations. The curriculum has six components: law (system, procedures, and terminology—39 hours); interpreting skills (lectures and exercises—40 hours) interpreting practice (56 hours); professional seminars (ethics, public speaking skills, research skills—15 hours); mock trials; and court observation. Students visit law libraries to gain experience in locating and using such terminology resources as legal dictionaries and journals. Faculty members also perform informal mentoring to help students develop contacts in the interpreting community.

The strengths of the program include flexibility in modifying the curriculum and teaching strategies, increased interpreting speed and confidence of students upon completion of training, provision of skills that are transferable to the real world, relevant guest lectures, improvement of students' terminology base, and ability to identify and articulate their limits of expertise. Weaknesses of the program include an insufficient number of simultaneous interpreting practice sessions, and a need for more career guidance and employment preparation during training. Perceptions about the advantages and disadvantages of the program were shared by faculty and students alike.

Instructional Staff and Teaching Resources

The director is a part-time member of the faculty in Continuing Education. The course is taught by a staff consisting of "a minimum of seven instructors: a specialist for each of five language combinations; an instructor for the general interpreting component; and a law instructor. In addition, there are specialist guest lecturers to whom an honorarium is paid" (p. 43). All instructors have a Bachelor's degree and most have a Master's degree. With different language combinations staffing must be flexible; qualified instructors are difficult or impossible to find for some languages. Since positions are part-time and do not pay very well, it is not possible to recruit from outside Vancouver. Grants obtained from the Law Foundation and the Ministry of Education supported the development of a four-volume *Manual for Court Interpreters* in 1981, which has been partially revised (see Appendix B). The Manual includes instructional and resource materials. Bilingual tapes have been produced, but others are needed.

Evaluation and Certification of Competence

In addition to evaluations of performance throughout the course, students must pass "midterm and final examinations in law, bilingual terminology and interpreting performance." Upon successful completion of all components, the students receive a "College Certificate." Carr asserts that "in the long term there is no doubt that the official recognition granted to a profession by a university degree is the idea [sic] to be pursued" (p. 44). Graduates of the program have the option of taking a certification examination designed by the Society of Translators and Interpreters of British Columbia. The authors of the exam and the administrator of the training program work together to ensure that the skills developed during training correspond to those that are tested. Three out of four graduates who take the examination pass.

How Graduates are Employed

Graduates work in the courts, jails, city agencies, and in business, mental health, and immigration settings. Those who interpret in the courts work on a free-lance basis and are not employed full-time as interpreters. Several also do translating. Some graduates expressed interest in working for an organization, such as a language bank, that would operate as an interpreter referral service. Although competition from private agencies that have stables of untrained interpreters willing to work for low wages continues to be a big problem, there is increasing recognition of the superior performance and reliability of trained and certified interpreters.

Salaries for interpreters working at government or private social service agencies range from $14 to $18 Canadian per hour. The Office of Employment/ Immigration Canada, for example, pays interpreters $14.65 per hour for a minimum of three hours. Seventy percent of the office's cases require interpreter services. MOSAIC, a social service agency that provides interpreting services, pays health and legal interpreters $15 per hour. (It charges other agencies who use their interpreter services $25 per hour to cover referral costs.) Of those we interviewed, only a graduate who interprets Japanese-English in business settings seemed satisfied with the pay scale.

Community Standards and Support for Community Interpreting

According to Carr (1989a, p. 41), the court system in the Province of British Columbia still offers no guidelines for the selection of court interpreters, who are most often hired by court clerks ill-prepared to judge their competence. "One court administrator admits that qualifications are determined by the 'no screech' method: if no one screeches, the interpreter is deemed to be competent" (p. 41). There are still no government requirements for training or certification in British Columbia. Remuneration for interpreters, even in criminal cases, remains low ($28 Canadian for the first hour, $11 for subsequent hours, of which the agency who scheduled the interpreter may take half) (p. 41). The training program also experiences competition from commercial agencies who claim to train interpreters. For example, Certified Legal Interpreters of British Columbia, a private firm, charges $500 for only 20 hours of training and gives a diploma of certification. Other community agencies that provide interpreting services of varying quality are: Immigrant Services Society, SUCCESS, and OASIS.

People we interviewed from MOSAIC, the immigration bureau, and the courts believe that the process of professionalization of interpreting in their particular settings, as well as in the medical system, needs to continue. They are not satisfied with untrained interpreters, and in fact are convinced that trained interpreters perform significantly better than those who are untrained. The Office of Employment/Immigration Canada, in particular, is willing to support plans to train its interpreting staff. It appears that the huge influx of immigrants with limited English proficiency which has dramatically changed the demographic situation in British Columbia has resulted in a willingness to change procedures to give trained interpreters an advantage in hiring. The monolingual Anglo-Canadians who are in positions of authority to implement this kind of system change recognize that lack of good interpreting can, and does, bring their proceedings to a halt, wasting time and money.

Current Status of the Program

The budget ($43,000 Canadian per year) has been a problem from the beginning, because of the high faculty-student ratio, and because of the effort to train interpreters for many different languages. The program does not qualify for government student loans because it does not lead to full-time employment (p. 43). For these reasons the program has had to be heavily subsidized by the college. At present the survival of the program no longer seems to be in doubt, partly because of heightened public awareness and support.

> Court Services are beginning to take notice. The immigration Subsection of the Canadian Bar Association (British Columbia Branch) has recommended support of the program, as have individual lawyers and judges. The Society of Translators and Interpreters of British Columbia is proposing a system of national accreditation for court interpreters; legislation is being prepared. The ever-increasing immigration from non-English speaking countries i[s] finally forcing an official awareness of the inadequacy of the present system for the provision of interpreting services. More government and public services are referring their interpreters to the program for training.
>
> (Carr 1989a, p. 45)

In 1989 the program conducted a market survey to determine the demand for trained interpreters in health care settings. On the basis of this study, the expansion of the program to include training for health care interpreters is under consideration.

UNIVERSITY OF ARIZONA, TUCSON, ARIZONA

The University of Arizona at Tucson has two completely distinct interpreter programs, one is a federal certification program in operation during the academic year and the other is an intensive interpreter training summer program. This report concerns the latter, the Summer Institute for Court Interpretation.

When, Why, and How the Program was Established

The establishment of the Summer Institute in 1983 was made possible through the interest of a philanthropist who provided seed money through the Agnese Lindley Foundation. It was first housed in Continuing Education, but is now in the English Department, where the current director is a full professor. The program meets a need for a high standard of training for prospective as well as practicing interpreters, including persons preparing to take the rigorous Federal Court Interpreter Examination. (The arduousness of the federal exam is evident from the number of people who pass: ten percent of those who have had interpreter training pass; three percent of those who are untrained pass.) Initially, tuition was subsidized by Foundation funds. Now the cost is borne almost entirely by tuition ($1,000) paid by the students, or their employers; other costs are time away from work, travel, and living expenses. The overall budget of the Summer Institute is approximately $50,000 per year. The Lindley Foundation grant supported the considerable additional cost of curriculum development at the beginning.

Scope, Focus, Level, Duration, and Content of Training

The Summer Institute provides a full-time, three-week intensive course focused specifically on Spanish-English court interpreting. We were told that the director has experimented with a four-week and a two-week schedule, and neither worked as well as the three-week session. Components of the course include simultaneous and consecutive interpreting laboratories, classroom critique and analysis of students' simultaneous interpreting, court visitations, and guest lectures on such topics as legal and medical terminology, weaponry, forensic medicine, immigration and drug terminology. With the use of feedback from daily evaluations, modifications of various aspects of training are often made in order to best fit the needs of the students. Strong points of the institute, as judged by trainees, are the diversity of pedagogical techniques, which helps to maintain a high level of student interest and enthusiasm; the amount of interpreting practice; the quality of classroom materials and handouts; and the seminars and guest lectures. The short duration of the course makes it difficult to treat some topics, such as ethics, in depth. To compensate, an effort is made to raise those kinds of issues frequently in the lectures and discussions. The institute enrolls approximately fifty-five students.

Instructional Staff and Teaching Resources

Instructors are recruited nationally through the director's acquaintance with the network of federally certified court interpreters. Most have returned year after year. All of the instructors are bilingual in English and Spanish, and all have passed the Federal Court Interpreters Examination, but they are not necessarily trained as educators. Instructors are offered round-trip airfare, accommodations in a nice hotel, local transportation, and are paid the current federal daily rate of $210 per day.

Over the years a detailed curriculum has been developed. Some local police and judicial entities send people in (gratis) to provide expertise. For example, a weapons expert and a forensic medicine expert give lectures during the institute.

Evaluation and Certification of Competence

Students are tested at the beginning and the end of the program. The objectives of the pre-test are four-fold; they:

1. provide participants with a realistic estimation of their Spanish, English, consecutive, sight, and simultaneous interpreting abilities;
2. provide the faculty with an estimation of the individual Spanish/English/interpreting abilities of each student for placement and instructional purposes;
3. identify students whose English/Spanish proficiency [is] not sufficient to benefit from the Institute; and
4. provide the student the opportunity to experience a rigorous, structured battery of interpreting examinations.

(Gonzalez 1985, p. 38)

Students whose pre-test scores do not meet set standards are given the option of receiving their money back and not continuing the training or attending the course on an audit basis only.

The pre- and post-tests have the same format and have similar contents. Each has an oral portion and a written portion. The oral portion is broken into three parts: a consecutive interpreting exam, a sight translation exam, and a simultaneous exam. Three examinations make up the written portion, which tests the student's knowledge of "criminal procedure and terminology, specialized vocabularies, such as weaponry, medical, [and] automotive, interpreter ethics and procedures, Spanish and English grammar and usage" (Gonzalez 1983, p. 79).

The University of Arizona, under contract to the federal government, tests and certifies Spanish-English court interpreters. A few state governments have certification procedures as well. Some of the trainees plan to take these examinations after completing the course.

How Graduates are Employed

Some of those who attend the Summer Institute are already working free-lance as interpreters. Some others hold full-time positions in state, federal, and immigration courts. In some cases employers pay travel expenses and tuition for them to attend, on salary. Other students are new to the field. Students come from all over the United States and from overseas.

We did not talk to graduates, but were told by staff that some graduates become certified court interpreters. Some find out that they do not really want to be interpreters or do not have the appropriate aptitude and so leave the profession. Those already working as interpreters return to their work.

Community Standards and Support for Community Interpreting

Professional standards for court interpreting around the nation are considered by the program staff to be bad but improving. Many of those who do court interpreting are poorly prepared for such a responsibility. The federal courts have taken a lead in establishing very high standards for certification (currently for Spanish-English only, though examinations are being prepared for other languages). To date, a very small number of interpreters have succeeded in passing the federal examination. As noted above, some employers have been willing to support training for their interpreters.

Current Status of the Program

In addition to the ongoing interpreter training institute, a trainer training institute was held at University of Arizona in the summer of 1984. The goal of this program was to instruct trainees in "methodology of the teaching of legal procedure and terminology, consecutive interpretation, simultaneous interpretation" and to concentrate on "effective teaching techniques, evaluation and assessment techniques, curriculum building, semantics, Spanish-English usage, [and] reading comprehension teaching techniques" (Gonzalez 1983, p. 116).

The Summer Institute for Court Interpretation has developed a good national reputation and has no problem in recruiting staff and students. It presently is essentially self-supporting from tuition income. We were told that there is certainly room for other such programs to be established elsewhere in the country to absorb part of the demand.

INSTITUTE OF LINGUISTS EDUCATIONAL TRUST, COMMUNITY INTERPRETER PROJECT, CAMBRIDGE, UNITED KINGDOM

The Institute of Linguists is a well-established professional organization of practical linguists, headquartered in London, which has a membership consisting of translators, interpreters, and other linguists who have passed examinations to receive membership at various levels. The institute maintains a library, a program of publications, a directory of members, etc. The Institute of Linguists Educational Trust is a registered charitable trust responsible for educational aspects, including examinations. The Community Interpreter Project, located in Cambridge, is one of its more recent undertakings.

When, Why, and How the Program was Established

> The Community Interpreter Project was set up in 1983 to develop and pilot a practical model which would enable public services and their consumers to communicate effectively with each other in the context of multilingual Britain.
>
> (Institute of Linguists 1990, p. iii)

The coordinator of the Community Interpreter Project is Ann Corsellis. She explained to us the origin of her interest in community interpreting, which led in turn to the establishment of the project, in which she has been, from the beginning, the key figure.

Briefly, her involvement stems from an incident in which the Cambridge constabulary arrested a 14-year-old French girl for shoplifting. The girl did not speak English. An interpreter was found but it was clear that a more systematic approach was necessary for the future. Ms. Corsellis, who holds a degree in history and has long been involved with public services, was serving as a magistrate in Cambridge. Her husband is a lawyer involved in the administration of a language school, and so is professionally involved with immigrants and language issues. She was asked by the courts to study the issue and recommend a policy. This work put her in touch with the Institute of Linguists. With their involvement, her work developed a broader scope and became the Community Interpreter Project. Eventually the Nuffield Foundation was approached with a first request for funding. Over the ensuing years the Nuffield Foundation (formed during the Second World War by the founder of Morris Motors to foster and support social change) has given a series of grants supporting each stage of the project, totalling £280,000.

Scope, Focus, Level, Duration, and Content of Training

The Institute of Linguists now offers two certificates developed through the Community Interpreter Project: a Bilingual Skills Certificate and a Certificate in Community Interpreting. The examinations for these certificates are central; courses have been designed to prepare trainees for the examinations.

The Bilingual Skills Certificate attests to the holder's ability to function linguistically (as service provider or client) in situations where both English and another language are employed. Courses leading to this certificate introduce trainees to the concepts of interpreting and translating in bilingual settings, but do not prepare them to be interpreters.

> Early trials showed that the basic essential for interpreter training, an equal command of both languages and understanding of cultures, was uncommon. Courses leading toward the Bilingual Skills Certificate were developed. The Certification [examination] assesses practical, functional language skills in English and another language at about A-level [i.e., college entry level]. This certification is now being taken at several centres throughout the U.K., including ten in London this year. Those who pass the examination will have training in and objective assessment of many of the foundation skills which would make them eligible to be considered for acceptance on interpreter training courses when those become available. The course and certificate were designed not only as an access route for future interpreter training, but also as a possible parallel course with a professional training which would promote bilingual service provision.
>
> (Polytechnic of Central London 1988, pp. 2-3)

Courses that prepare students to be examined for the Certificate in Community Interpreting have been offered in a number of communities in England to date. Each course typically includes twelve to sixteen carefully selected trainees, representing three to four different languages in relation to English. The content is determined by the requirements of the certification examination; these are based in turn on a consensus conception of the skills needed by community interpreters, as described in this passage:

> In order to be able to work reliably and effectively, community interpreters should have:
>
> - an adequate written and spoken command of both languages, as they may be used by English-speaking and non-English-speaking clients in the context;
> - a familiarity with, and objective understanding of, the cultures in question;
> - competence in the relevant interpreting and translation techniques
> - the ability to function professionally, even in difficult situations;
> - a commitment to the professional code of ethics and guide to good practice; and
> - a working knowledge of the structures, procedures and commonly used terminology of the areas in which they aim to work....

The examination [and thus the training] is offered in three specialisations:

> Legal services—the police, probation and lower courts
>
> Health services—hospital and community care
>
> Local government services—including social services and education welfare
>
> (Institute of Linguists 1990, p. 29)

A fourth specialisation has been considered but not yet implemented, "in personal finance, including house buying, banks, insurance and setting up small businesses" (Polytechnic of Central London 1988, p. 3).

Realistic role play is an essential element of all training. Public service professionals are brought in to participate in the role-plays to make them authentic. An important side benefit of this practice is that in the process of helping to train interpreters these professionals themselves receive training in the best ways to use the interpreter's services and gain insight into appropriate intercultural service provision and management.

Also included in training are presentations by various specialists and visits to actual sites where interpretation takes place.

Instructional Staff and Teaching Resources

At the beginning, of course, there were no trained or experienced interpreter trainers. Training was done through the collaborative efforts of established interpreters, teachers, ESL teaching methodologists, others who were proficient in the relevant languages but who were not interpreters, and professionals in various fields including persons with and without experience in working with interpreters. The students were a central part of this collaboration; they were told that the instructors were there to help them learn to interpret well, and they were asked what they wanted to learn to do.

Now that trainers who have received the Diploma course in Community Interpreter Training Techniques (Dip. CITT) from the Polytechnic of Central London are available (see below), the Institute of Linguists requires, for the time being, that candidates for the certificate must have been trained by holders of the Dip. CITT.

Evaluation and Certification of Competence

Institute of Linguists examinations for the Certificate in Community Interpreting are offered annually in June. The examination is available only to those who have completed approved training (see below). It includes four main tasks:

1. Interpretation (30 minutes)
   a. Consecutive
   b. Whispered simultaneous
2. Translation (in both directions) (2 hours)
3. Sight translation and oral gist summary
   a. Full sight translation from English (10 minutes)
   b. Oral gist summary into English (10 minutes)
4. Knowledge of the public services, with options according to the specialisation chosen (1 hour).

The examination is given in any language pair for which there is a demand; to date, candidates have been examined in fifteen different languages and English.

Although the certificates given by the Institute of Linguists have no official status, the hope is that they will be increasingly recognized by agencies and governmental authorities as providing a guarantee of competent, professional service.

How Graduates are Employed

While untrained bilinguals are still employed as interpreters within the community, even in places where certified interpreters are available, those who have obtained the certificate and remained interested in interpreting have generally found at least part-time "sessional" employment. Their superior qualifications are becoming recognized and, in some places at least, they are paid a higher wage.

Community Standards and Support for Community Interpreting

Ms. Corsellis regularly receives inquiries about how training can be established in new localities. The training programs have usually been organized by local authorities and colleges.

Essential to the spread of the profession has been the establishment of an association of community interpreters:

> An embryonic professional organization has been set up by interpreters who have passed the pilot examinations, which they have named the Association of Community Interpreters. It is developing codes of conduct and practice, organizing in-service training, and seeking to establish methods for maintaining standards and mutual support.
>
> (Polytechnic of Central London 1988, p. 3)

Current Status of the Program

The diploma course established through the Project to prepare interpreter trainers (see below) is beginning to make available a group of people who are prepared to establish and direct courses of training in any locality. The project is established as an ongoing activity of the Institute of Linguists, which authorizes training programs and which administers the certification examinations on a regular schedule. The Nuffield Foundation is funding a last stage of program development, a campaign of publicity and education (initially directed at courts and the criminal justice system) to make public service agencies aware of the need for interpreting services, the immigrant's right to a qualified interpreter, and the availability of certified interpreters and programs of training.

Community interpreting in the United Kingdom thus seems well established as a profession and as a service that local authorities should be expected to provide. It is far from being universally implemented and still has no official status. But the activities that the project has initiated are now sustained through locally supported training programs, the certification system of the Institute of Linguists, and the fledgling Association of Community Interpreters.

POLYTECHNIC OF CENTRAL LONDON, LONDON, UNITED KINGDOM

The Polytechnic of Central London (PCL) is an institution of higher education offering both undergraduate and graduate instruction. Its School of Languages (in the Faculty of Law, Languages and Communication) has a full-time faculty of 50, supplemented by 100 "specialist visiting lecturers." It enrolls 150 full-time and about 2,300 part-time students studying over twenty different languages. Unlike most universities, its diploma courses in foreign languages have a practical orientation; they are supplemented by curricula in conference interpreting and translation. This section describes a course in Community Interpreter Training Techniques which was piloted by the PCL in 1989 and will be offered again in 1991 (Polytechnic of Central London 1990, p. 1)

When, Why, and How the Program was Established

The Diploma course in Community Interpreter Training Techniques, abbreviated Dip. CITT, was established at the PCL in 1989 in cooperation with the Community Interpreter Project of the Institute of Linguists Educational Trust. Its purpose is to prepare instructors to teach the community interpreter training courses described in the preceding section. The pilot was funded by a grant of £113,000 (approx. $206,000) from the Nuffield Foundation. "The Polytechnic of Central London was approached by the coordinator of the project [Ann Corsellis] because of the Polytechnic's reputation in the field of practical interpreter training and because of the contribution made to the development of the model by past and present members of staff" (Polytechnic of Central London 1988, p. 1). In addition to paying a large share of the instructional costs, the Nuffield grant provided a salary for a community liaison worker (for field placements), salaries (£6,000) for each student, and travel expenses for students and tutors during field placements (Polytechnic of Central London 1988, Appendix A).

Scope, Focus, Level, Duration, and Content of Training

The course in Community Interpreter Training Techniques was designed to provide formal instruction and supervised practice to upgrade trainees' interpreting skills (to the level of the Institute of Linguists Certificate in Community Interpreting) and to prepare them as trainers through both instruction and supervised practice in training.

The pilot course was offered in two parts, a six-month full-time course of instruction (January to June 1989), including an "Interpreting Placement" and a "Teaching Placement," followed by a second five-month period including ten hours of "tutorial supervision" and two "Counselling Seminars," plus the preparation of a project to be submitted as a "dissertation" (July to November 1989). Enrollment in the pilot program was limited to twelve trainees.

As a continuing program lacking the grant support that the pilot had, subsequent offerings of the course, beginning in January 1991, have been designed differently to permit students to pursue the course part-time over two years while remaining employed. Students attend for one full day per week following one week of full-time orientation at the beginning of each year. In addition, students are required to complete one semester of supervised project work (leading to a "dissertation"), and two field placements: the "Interpreting Attachment" and the "Teaching Attachment."

The aims and content of the course are described as follows.

The main aims of the course are to train able linguists to:

- select, train and assess others to practice as interpreters in the context of the public services to at least the level required by the Certificate in Community Interpreting (Institute of Linguists);
- to contribute, on matters involving community interpreting, to the training of public service personnel who may work through interpreters;
- to collaborate with each other and with the relevant other disciplines to develop a coordinated professional structure for community interpreters.

To this end course participants will engage in:

- studying the nature of the cognitive and linguistic processes, the interpersonal skills and professional practice involved in community interpreting;
- studying the educational theories underpinning the acquisition of the above skills and processes;

- acquiring teaching experience (including peer teaching, micro-teaching, etc.) so as to be able to demonstrate in practical terms the ability to train others in the acquisition of interpreting and translation skills;
- learning how to design, develop and evaluate appropriate courses and teaching materials;
- increasing their knowledge of the organizational, institutional and social contexts in which community interpreters operate, and evolving strategies for developing expertise in new subject areas;
- developing their own linguistic skills to enhance their professional standard as interpreters and translators to a level at least equivalent to the Institute of Linguists' Certificate in Community Interpreting.

(Polytechnic of Central London 1990, pp. 2-3)

The Dip. CITT course is divided into five modules:

Module 1: Interpreting

Module 2: English language enhancement, community language enhancement, translation, and some basics of applied linguistics and sociolinguistics

Module 3: Theory and practice of teaching and training (I)

Module 4: Theory and practice of teaching and training (II)

Module 5: Project

Each module except the last involves 80 contact hours plus 70 hours of study time, for a total of 150 hours per module. The fifth module is devoted to individual study and research plus fifteen hours of supervision. Each field placement is for a minimum of sixteen hours. The total contact hours, not including field experience, add up to 241 (equivalent to about six 4-credit, ten-week courses at the University of Minnesota).

It is clear from the above description that the methods of instruction are quite varied. Even in the formal instruction it is assumed that "students are active participants and contributors to the course" (PCL 1990, p. 4). Teaching methods include "group tutorials and discussions; lectures; peer-group teaching and micro-teaching; role-plays, practical workshops; student presentations; use of video; observation and evaluation of other course participants, as well as interpreting and teaching sessions held in other institutions" (PCL 1990, p. 4).

Instructional Staff and Teaching Resources

There is no one who is trained to train interpreter trainers. The staff for the initial offering of the course was put together from the resources of the School of Languages, including regular faculty in languages and linguistics and part-time language instructors along with persons hired as tutors for the languages involved.

Evaluation and Certification of Competence

Students' performance is evaluated through a combination of continuous assessment of coursework and examination at the end of each module of training. Successful completion of all requirements leads to the postgraduate Diploma course in Community Interpreter Training Techniques.

How Graduates are Employed

Thus far there are only ten graduates of the pilot course. Graduates are frequently employed as interpreters and are called upon to organize or teach in courses of Community Interpreter Training. The Institute of Linguists currently offers the examination for the Certificate in Community Interpreting only to graduates of courses that are led by holders of the Dip. CITT.

Current Status of the Program

The diploma course is expensive, and continuous funding is a problem. In the future, trainees will be required to pay tuition and will not receive a stipend for attendance. The course was offered for a second time in 1991, without foundation support. It seems to have found a permanent place in the PCL curriculum. It will be the sole source of community interpreter trainers in the United Kingdom for the foreseeable future as professional community interpreting expands.

STOCKHOLM UNIVERSITY, STOCKHOLM, SWEDEN

As a function of Sweden's multicultural policy, Swedish municipalities began to establish immigrant services bureaus in the late 1960s (Niska 1990, p. 1), and their number has swelled to 130 or more at present (Helge Niska, interview). Since 1985, individual municipalities have been given direct responsibility for the reception of refugees, increasing the importance of these bureaus. From the outset one of the responsibilities of the immigrant services bureaus has been to offer the services of an interpreter to immigrants in their encounters with government officials, schools, and other organizations, with the cost borne in most cases by the government (Niska 1990, pp. 1-2). At present there are about ninety municipal interpreter agencies working with the immigrant services bureaus (p. 5). Similar interpreting services are widely available in the workplace. "Anyone living in Sweden who does not speak the language or who is severely impaired in speech or hearing enjoys a statutory right to an interpreter" (p. 4). According to Niska:

> The Swedish interpreter service is by international standards unique. Nowhere else has so much been done to afford immigrants, through the interpreter service, help in their contacts with the host society....Municipal interpreter services, state-supported interpreter training and state authorization of interpreters, together with the growth of a professionally aware and organized corps of interpreters, have resulted in a new type of interpreting.
>
> (Niska 1990, pp. 1-2)

This new type of interpreting, called "contact interpreting" in Sweden, is what in this report we have labeled *community interpreting*.

When, Why, and How the Program was Established

In contrast with the situation in the United Kingdom, where private organizations and foundations have taken the lead, interpreter training in Sweden, along with interpreter services for immigrants, has been developed almost exclusively by government agencies or with government funding, under parliamentary mandate. The principal focus from the outset has been on community interpreting.

Niska reports that "training of interpreters for immigrants has been organized in Sweden since 1968. From a modest beginning the training has gradually increased in scope and quality" (p. 6). Short courses have been offered at ten or so "folk high schools" (similar to community colleges) around the country or, in a few cities, through government-supported "study associations" (Niska, interview). These introductory courses do not lead to examinations, but merely give a certificate of completion. The training is not compulsory, and some

interpreters employed by the immigrant services bureaus have not had training, especially for the less widely spoken languages. Introductory courses may be followed by more advanced or specialized courses. Through folk high schools, courses in contact interpreting have been offered for some twenty-six different languages. "For the more unusual language groups mixed courses have been arranged, with tuition entirely in Swedish" (p. 6). The length of the courses ranges from two weeks to one year. Contact interpreters are encouraged to take between two and four two-week courses separated by periods of home study. This schedule is equivalent to one-half to one school-year worth of study. Training courses in most languages are short; only in a few languages (such as Finnish, Spanish, and Turkish) have there been actual one-year courses.

Longer and more advanced courses of three to four terms (one and a half to two years) were until recently offered at four Swedish universities, with one year devoted to preparation for the national "authorization" (certification) and the second year for specialization in, for example, medical and legal interpreting, for which separate specialty exams are also given by the Board of Commerce. "State authorization of interpreters and translators was introduced in 1976. ...A special section of the Board of Commerce deals with examination of interpreters' and translators' competence, issues authorization and supervises the work of persons so authorized" (p. 8).

The Institute for Interpretation and Translation Studies was established at Stockholm University on July 1, 1986 (Niska 1990, p. 7). It was given responsibility for providing the higher-level training in interpreting and translation that until then had been offered by various universities. The institute arranges for courses of training that are then taught by the staff of the university's language departments.

> The Institute also has overall responsibility for the larger part of the interpreter training in the country, is responsible for pedagogical and methodological development work, initiates lexical work, is involved in work on terminology in immigrant languages and promotes research on interpreting and translation in collaboration with university departments.
>
> (Niska 1990, p. 8)

Scope, Focus, Level, Duration, and Content of Training

As has been indicated, a wide range of training for community interpreters is available in Sweden, within individual municipalities and at Stockholm University.

The introductory courses offered through folk high schools and study associations last at least two days and, more commonly, last five days (Niska, interview).

> In 1977 the following overall objective for contact interpreter training at folk high schools and in the study associations was established: contact interpreter training shall develop the contact interpreter's language skills and terminological knowledge in Swedish and in the other language, including a grounding in the language environment from which the immigrants come and the environment in which they (now) are; shall give training in interpreting technique and sound knowledge of the ethical and psychological requirements of interpreting; shall give knowledge of the practical aspects of the subject area, and afford an overview of social, political, cultural and labour circumstances in the immigrants' home country and in Sweden. In addition, the training should be organized in such a way that the interpreters themselves during and after their studies have opportunities of increasing their knowledge on their own, and it should inform them of what channels are available for doing this in the different working areas.
>
> (Niska 1990, p. 7)

Beyond the first course, there are more advanced training opportunities, available however only in certain languages and certain localities. Where they exist, the second-level courses comprise up to ninety hours of instruction (the maximum the National Board of Education will pay for, per specialty), although courses are sometimes shorter. They are offered in various formats: intensively over two weeks, or on weekends over two months, or for two to three days four times per semester, etc. These courses offer specialization in particular service areas: social services, which is considered the primary area; medical care; legal work; court interpreting; and, in one or two schools, "labour exchange" (in cooperation with the national labor organization). Court interpreting is considered to be distinct from (other) legal interpreting, and more highly specialized. Efforts have recently been made to train interpreters for work in psychiatry. According to Niska (interview) it is at this level that students start training for interpreting proper, through role plays and terminological work, etc. Niska believes that interpreters should have at least two specializations, usually in social services and medical care. These courses are offered free of charge and trainees are paid while they attend.

University level courses in community interpreting, designed to prepare students for the authorization examinations, have already been described. Stockholm University also offers training in court and conference interpreting through its general education program.

Instructional Staff and Teaching Resources

The quality of instruction varies according to the resources of the various institutions that offer interpreter training. The Institute of Interpretation and Translation Studies oversees training programs, offers training for the instructors, publishes a newsletter and a journal, and has devoted considerable effort to the development of teaching materials, an enormous task because of the large number of different languages involved.

Evaluation and Certification of Competence

The national "authorization" to which budding interpreters may aspire is described as follows by Niska:

> The Board of Commerce offers two types of examination for interpreters. Those who pass a basic test become *authorized interpreters*. One can then sit for an examination of *special competence as a legal interpreter*, or *as a medical interpreter* [italics in the original]....
>
> The examination is both written and oral. Only those who pass the written part are permitted to take the oral. The written part (5 hours) tests the candidates' linguistic and terminological knowledge in both interpretation languages, and their knowledge of practical matters. The basic examination also tests knowledge of social security, medical care, the labour market and every-day law; and the oral (2.5 hours) consists of interpreting 2 to 4 role plays dealing with these subject areas. Here accuracy of information, interpretation technique, oral handling of the language and professional ethics are examined....
>
> In the special-competence examination the requirements are considerably higher. Passing these examinations demands very comprehensive knowledge of the special area, and the requirement on interpreting skills is very high.
>
> (Niska 1990, p. 9)

How Graduates are Employed

Thousands of individuals in Sweden perform government-paid interpreting, but not all of them have received training. "In 1985 there were 800 trained workplace interpreters" (Niska 1990, p. 5). The exact number of community interpreters is not known, but a 1979 governmental study concluded that some 2500 individuals

performed interpreting assignments annually; 13 percent of the interpreters received 66 percent of commissions. Community interpreters have had varying amounts of training. In 1989 there were 760 "authorized" interpreters in twenty-five different languages, i.e., persons who have passed the basic national examination. Of these, 151 had been certified for special competence as legal interpreters and eighty-two as medical interpreters (Niska 1990, p. 9).

> The interpreter services have on their books many interpreters (chiefly in less common languages) who interpret very seldom. On the other hand a great deal of interpreting is arranged without the supervision of the interpreter services, mainly in workplaces but also for bodies such as the police and the courts of law....
>
> The majority of commissions in the public sector are carried out within the social care services and the health and medical services. Other large consumers are the police and the judicial system, labour exchanges and social insurance offices. Most interpreters are employed for each assignment [i.e., on a sessional basis], and their working and income conditions vary greatly. A few interpreters have established posts, mainly at refugee camps but also in some municipalities. Some authorities use established civil servants as interpreters alongside their other work.
>
> (Niska 1990, p. 5)

Community Standards and Support for Community Interpreting

It is obvious that professional community interpreting in Sweden, supported by the national government and organized in coordination with immigrant services bureaus, is well established and well supported, especially in comparison to the situation in other countries. This was evident during a visit to the Immigrant Services Bureau in Uppsala, where we were allowed to observe an interpreted interview; the professionalism of the interpreter (authorized with a specialty in interpreting for social services) was apparent even if one did not understand the languages being spoken.

Niska describes in a colorful way the situation that existed in Sweden (as elsewhere) prior to the establishment of government-organized interpreter services, training, and "authorization": interpreting "was an activity that swarmed with good but unskillful Samaritans, self-appointed experts and unscrupulous fixers who, often for a fat fee, 'helped' their less linguistically gifted compatriots" (p. 8).

Niska also notes, however, that even with generous public outlays for interpreting services, the situation is often less than ideal:

> To ensure a satisfactory interpreting service, then, society has for nearly twenty years invested in interpreter training, authorization and centralized services. One would have thought that all who need can obtain a competent interpreter, at least in the languages for which there has been training and authorization. This, however, is not the case.
>
> It still very often happens that neighbours, family, friends, even under-aged immigrant children, must help with interpreting when an immigrant visits a doctor. That this is accepted and even encouraged by certain institutions ... is, except for the unusual cases where an interpreter is not available in the relevant language—a symptom of ignorance combined with a large measure of indifference towards the people involved.
>
> (Niska 1990, p. 12)

Current Status of the Program

The institute has produced a considerable amount of course material to be used in training programs, including the training of specialists in particular service areas, and other materials such as specialized glossaries in various languages. Training at the introductory level is still a major concern of the institute. It is sometimes difficult to find qualified trainers. The institute is attempting to provide training for instructors, but is having difficulty finding trainers for instructors of some languages (e.g. Somali and Tigrinya) (Niska, interview).

An important factor in the development of interpreter services and interpreter training at the local level is that in many cases municipalities are not bound by policies and standards set at the national level; government agencies provide funding, technical support, and guidelines, but do not control local implementation.

Some difficulties have been recognized with the university-level training because of the policy, mandated by the Swedish Parliament, that the training should be offered through the various language departments. The problem is that knowledge of the languages involved is only part of what the interpreter needs:

> The language departments that have offered interpreter training so far have realized that this is something quite different from continuation studies or specialized studies in language. The interpreter needs an above-average general education and, further, special knowledge in a number of areas. He must be familiar with terms and concepts in Swedish society to be able to interpret them correctly in the other language....Knowledge of the immigrants' home countries must be very good. The interpreter's cultural competence must include not only knowledge of socioeconomic circumstances, history, religion, language, art, literature and music, but also insight into the values and rules that govern people's actions in different cultures; how feelings are expressed, how conflicts and life's crises are handled, and so on. The immigrant's culture also includes all his experience from the time he came to Sweden, how he has been affected by meeting a new culture, new rules, norms and customs, and a new language. Training in psychology should be a self-evident part of this education. On the one hand it helps interpreters to understand how their clients, both Swedes and immigrants, function; and on the other it can give a mental preparation for managing a demanding job.
>
> (Niska 1990, pp. 15-16)

COPENHAGEN SCHOOL OF BUSINESS, COPENHAGEN, DENMARK

Like the Polytechnic of Central London, the Copenhagen School of Business (formerly the Copenhagen School of Economics) has a separate faculty of languages, which for some years has provided training in translating and interpreting for international trade.

When, Why, and How the Program was Established

Professionally trained interpreters and persons working with refugees and other immigrants recognized the need for better means of communicating with non-Danish speaking immigrants. While some sort of interpreting service existed, the only requirement was some command of Danish. Nina Hamerik, a member of the faculty teaching in a rigorous professional interpreting program, was asked to organize an introductory course for community interpreters for which no certificate would be given. Funding for a first offering of this course, equal to about $30,000, was obtained from a foundation. Ms. Hamerik designed a curriculum, organized a staff, and taught in the course. Then she waited four years for funding through the school for a second offering.

Scope Focus, Level, Duration, and Content of Training

The course was offered for ten trainees over a period of fifteen weeks at fourteen hours of instruction per week (amounting to 210 hours total). The training consists of "4 lessons in interpretation between the two languages, 2 lessons in written translation from Danish into the foreign language and 2 lessons in written translation from the foreign language into Danish, 2 terminology lessons and a series of lectures of 4 hours each" (Copenhagen School of Business). The lectures focus on topics relevant to interpreting such as medicine, social work, ethics, and cultural and legal issues. Role-playing exercises scripted by Ms. Hamerik and translated into various languages, are also extensively used in training. Training is offered in the most commonly-used refugee and immigrant languages in Denmark, which are currently Arabic, Persian, Polish, Serbo-Croatian, Turkish, and Urdu.

Instructional Staff and Teaching Resources

The training is led by Ms. Hamerik. She is assisted by pairs of bilingual instructors for each language. One member of each bilingual team is a native speaker of Danish with a degree in one of the above foreign languages; the other is a native speaker of the foreign language who holds a degree in either Danish or the native language. The pairs of bilinguals serve as co-instructors for the role-plays, which are an important part of the course.

Evaluation and Certification of Competence

The examination at the end of the course assesses both interpretation and translation skills. The interpretation portion of the exam lasts one hour and evaluates the trainees' knowledge of ethics and governmental systems, and their ability to interpret in medical and social service settings.

How Graduates are Employed

The graduates have been well received in the community and are employed on a part-time basis (free-lance) for interpreting in a variety of settings.

Community Standards and Support for Community Interpreting

Ms. Hamerik has received numerous enthusiastic letters of support for the program from agencies that have used the services of its graduates.

Current Status of the Program

Despite the reasonable cost of the course, Ms. Hamerik told us, funding is still very uncertain. The faculty of languages of the Copenhagen School of Business has just moved into a new building, with excellent instructional facilities for training. A second offering of the course, internally funded, is now planned.

TRAINING PROGRAMS NOT INCLUDED IN SITE VISITS

WILLIAM PATERSON COLLEGE, WAYNE, NEW JERSEY

The state of New Jersey has taken the lead among state governments in requiring trained interpreters in state courts and in providing for their training. The New Jersey Legal Interpretation and Translation Project, with total funding of approximately $350,000, was established "to meet the immediate and long-range needs of the Judiciary: to provide currently practicing bilingual interpreters with educational opportunities which have never before existed as well as to produce a cadre of highly skilled professionals to meet the future needs of the State's linguistic minorities" (Tayler 1989, p. 33). In the summers of 1985 and 1986, Montclair State College (Upper Montclair, New Jersey) hosted the University of Arizona's three-week Summer Institute for Court Interpretation (Gay Belliveau in Lee et al. 1989, p. 23). The Administrative Office of the Courts provided scholarships to twenty trainees each year. In addition, the Project organized an Educator's Pedagogical Institute on Legal Interpretation and an associated conference on court interpreter training at Montclair State College in the summer of 1987. Within the Project, a group of educators and practicing interpreters formed the New Jersey Consortium of Educators in Legal Interpretation and Translation to plan and implement formal academic year courses. A major impetus to these activities was given by a meeting of leading experts in interpreter training held in Reno, Nevada, in 1986; this group put together curricular guidelines which have been continuously revised and adapted (Tayler 1989, p. 33).

The program described here, one of several being developed by members of the consortium, was the first full-year course of study to be implemented.

When, Why, and How the Program was Established

The Legal Interpretation and Translation Program at William Paterson College began offering courses in the fall semester of 1988. During the same period, a grant from the New Jersey Department of Higher Education made possible the development and implementation of a minor in Legal Interpretation and Translation within the Department of Languages and Cultures (Aguirre 1990, p. 37).

Scope Focus, Level, Duration, and Content of Training

> The minor in [Spanish/English] legal interpretation and translation is a pre-professional program of studies for undergraduate college students. This program, as its name indicates, does not turn out professional interpreters. It is recognized that it takes far more credits than those required for a minor as well as a greater brea[d]th of knowledge of languages and cultures than those generally found at the undergraduate level to produce professional legal interpreters.
>
> The minor will provide basic preparation for future professional studies in legal interpretation and translation at the graduate level.
>
> (Aguirre 1989, p. 37)

Instructional Staff and Teaching Resources

The four translation and interpretation courses of the minor are team-taught by one foreign language instructor and one interpreter. Curriculum development was overseen by Roda P. Roberts, from the University of Ottawa, Canada. She has visited the training sessions regularly to ensure that the curriculum has been implemented as planned and that courses are taught properly. As a result of the dearth of curriculum materials on legal interpretation in North America, the William Paterson Interpretation and Translation Program has been developing its own materials according to the guidelines suggested by the New Jersey Project. A set of four manuals have been developed: *Introduction to Interlingual Communication; Introduction to Written Translation; Interpreting I for Non-Practicing Interpreters; and Interpreting II for Non-Practicing Interpreters.*

Evaluation and Certification of Competence

Although this program does not produce professional interpreters, graduates may eventually take the federal certification examination for Spanish/English court interpreters. The federal exam was developed by "a group of experts consisting of court interpreters, international conference interpreters, language specialists and test construction specialists" (Tayler 1989, p. 31). Only about 6 percent of the total number of examinees is actually awarded federal certification, due to the relatively small number of court interpreter training opportunities available (Tayler 1989, p. 31).

How Graduates are Employed

The minor in Legal Interpretation and Translation does not prepare students for employment as court interpreters. Rather, it is meant to provide a foundation for further studies and training at the graduate level.

Community Standards and Support for Community Interpreting

A bill has been introduced in the New Jersey legislature that will require certification for court interpreters in all languages and will guarantee the right to an interpreter for every linguistic minority person in all legal proceedings.

Current Status of the Program

As of May 1989, there were plans to make the minor in translation and interpretation part of the regular curriculum. At the same time, the program was undergoing budget difficulties. The college's administration was not comfortable with the financial burden of two instructors for each course, but was having difficulty finding competent interpreters to teach the courses by themselves at the offered salary. In addition, the program coordinator was not receiving compensation for her work. It was hoped that the situation would improve with the passing of the above-mentioned bill.

ARCTIC COLLEGE, NORTHWEST TERRITORIES, CANADA

Since the 1960s, several pieces of legislation in the Northwest Territories promoting aboriginal language use have resulted in a greater demand for interpreting services. The territorial courts were the first to experience a need for interpreters when monolingual speakers began to serve as jury members. In response, the Northwest Territories Interpreter Translator Corps was established in 1973 with the purpose of providing interpreting services in the provincial courts. Since then, monolingual speakers have also begun to serve on the territorial legislature, and the Corps has changed its focus to accommodate the demand for interpreting and translating ser-

vices in the Legislative Assembly. The corps, now called the Language Bureau, is housed in the Department of Culture and Communications, where it employs thirty-three interpreters for nine languages and three major dialects (Roy-Nicklen and Phillips 1989, pp. 84-85).

When, Why, and How the Program was Established

Because most interpreters in the Language Bureau now work with the Legislative Assembly, the courts are often left with no alternative but to use untrained free-lance interpreters (p. 86). Before 1988, formal legal interpreter training was not available for free-lance interpreters, and interpreters working for the Language Bureau usually received only short-term on-the-job training consisting of seminars and workshops. Concern for the quality of interpreting services for unilingual speakers in the courts prompted the establishment of two training programs. One was a six-week program in Yellowknife (begun in the summer of 1988) designed to meet the immediate need for court interpreter training. A longer one-year certificate program in interpretation and translation began at Arctic College in September 1988 (p. 86).

Scope, Focus, Level, Duration, and Content of Training

The Arctic College program does not train interpreters for court or legislative work, nor is it designed to produce highly skilled interpreters at the end of one year. Rather, it maintains a more general or "non-specialized" focus, and the hope is that trainees will finish the program "with a refinement of English language skills and the development of some of the skills necessary to the field of interpreting and translating" (p. 87). Currently, training is offered for speakers of the six Dene languages and the six major dialects of Inuktitut in the NWT. The first semester of training focuses on the development of translating and English skills, while the second semester deals primarily with interpreting. Students have interpreting practice both semesters. Courses in northern studies, public speaking and communications are also part of the curriculum (p. 87).

Instructional Staff and Teaching Resources

Both campuses have one full-time instructor and hire contract instructors for language-related courses.

Evaluation and Certification of Competence

In order for students to be accepted into the program, they must speak their native language fluently and must "be working at a grade 10 level or better" (p. 86). Students are evaluated by respected speakers of the various languages.

How Graduates are Employed

The five graduates of the first program anticipated finding employment within a few months of graduating (p. 87). At present, government is the largest employer of interpreters in the Northwest Territories. Others do free-lance interpreting.

Community Standards and Support for Community Interpreting

The government of the Northwest Territories has made progress in its efforts to preserve the region's native languages and to promote interpreting services for unilingual speakers. "...There is a renewed interest in reviving the daily usage of aboriginal languages and maintaining cultural identity. It is hoped that this trend will continue

and that those [interpreters] trained will provide a more adequate service both in the private and public sectors" (p. 87).

Current Status of the Program

Arctic College's interpreter training is currently offered at two sites: training in English and the Dene language group is offered at Fort Smith, and training in English and the Inuktitut language group is offered at Iqaluit. The program can accept ten students each year. So far the program has graduated five participants (pp. 86-87).

5. ANALYSIS AND COMPARISON OF PROGRAM CHARACTERISTICS

Table 1 lists twenty-five interpreter training programs located in North America and Europe. The six programs visited for this study are included, along with nineteen others. The purpose of this section is to compare characteristics of several interpreter training programs in order to provide a general summary of training resources available.

For the purpose of comparison, we have grouped the above programs into six broad categories (Table 2). Four of the categories (community, court, and conference interpreter training and trainer training) pertain to training for work in specific settings. Programs that provide less than ninety hours of instruction are in a separate "short-term training" category. Sign language interpreting is included as a separate category so that comparisons may be made between sign and spoken language interpreter programs. It should be noted, however, that the sign language programs also train their participants to work in various settings: CSU-Northridge, Ohlone College, Seattle Central Community College, and Sheridan College offer training in community interpreting and the St. Mary's program provides medical and mental health interpreter training.

In areas where there is sufficient information, tables are provided to facilitate comparisons. Blank spaces in the columns signify that program information for that characteristic was not available.

PROGRAM ORIGINS, COMMUNITY NEEDS, AND SUPPORT

Most interpreter training programs were established as a result of community concern about inadequate access for immigrants and refugees to social, medical, and legal services. Of the eight programs described in Chapter 3, three were established with the goal of providing more professional interpreting services in courts. Three have the purpose of improving access to social services for immigrants and refugees. One was designed to preserve the use of aboriginal languages and provide better interpreting services for speakers of aboriginal languages. One was designed to provide trainer training.

Community support for interpreter training and professionalization is manifested in various ways, ranging from advisory boards to support for continued training from interpreters' employers. In two cases, professional interpreter associations have sprung out of these efforts. Although two federal governments have designed certification exams which assess interpreters' competency levels, most communities continue to be dissatisfied with the qualifications of their working interpreters.

SOURCES OF FINANCIAL SUPPORT FOR START-UP

Types of support for interpreter training programs vary. Of the seven programs for which we have budgetary information, three receive permanent or long-term support; one of these programs is subsidized by its host college, one by a private foundation, and one by a federal government. Start-up support for another program was provided by a state government, and for three others the seed money was donated by foundations. These last four programs currently support themselves either through tuition income or through subsidies from the institutions where they are housed.

Table 1. Interpreter Training Programs

Program	Institutional Affiliation
1. Interpreter Training Program	Arctic College, Northwest Territories, Canada
2. Interpreter Training Program	Asian-Pacific Center for Human Development, Denver, CO
3. Bilingual Medical Interpreter	Boston City Hospital, Massachusetts Certification Program
4. Deaf Studies Program	California State University at Northridge
5. Conference Interpretation Program	University of Delaware
6. Certificate in Legal Translation and Court Interpreting	Florida International University, Tamiami Campus
7. Division of Interpretations and Translation	Georgetown University, Washington, D.C.
8. Certificate Program in Conference Interpretation	University of Hawaii at Manoa, Honolulu
9. Legal Assisting Program	Hudson County Community College, New Jersey
10. Mental Health Interpreters Training	New York City Health and Hospitals Corporation, Mental Hygiene Division
11. Interpreter Training Program	Ohlone College, Fremont, California
12. Graduate Diploma in Conference Interpretation	University of Ottawa, School of Translators and Interpreters, Ontario, Canada
13. Interpreter Training Program	Seattle Central Community College, Washington
14. Health Care Interpreter Program Minnesota	St. Mary's Campus, College of St. Catherine, Minneapolis,
15. Sign Language Interpreter	Sheridan College, Brampton, Ontario, Canada
16. Certificate Program in Interpretation and Translation	UCLA Extension, University of California at Los Angeles
17. Summer Institute for Court Interpretation	University of Arizona, Tucson
18. Course in Social and Medical Interpretation	Copenhagen School of Business, Denmark
19. London Interpreting Project	London, England
20. Basic Interpreter/Translator Training Program	Language Bureau, Department of Culture and Communications, Northwest Territories, Canada
21. Diploma course in Community Interpreter Training Techniques	Polytechnic of Central London, England
22. Certificate Program in Court Interpreting	Vancouver Community College, British Columbia, Canada
23. Community Interpreter Project	Institute of Linguists Educational Trust, London, England
24. Institute of Interpretation and Translation Studies	Stockholm University, Sweden
25. Legal Interpretation and Translation Program	William Paterson College, Wayne, New Jersey

Table 2. Types of Interpreter Training Programs

Sign language interpreter training

4. CSU-Northridge
11. Ohlone College
13. Seattle Central Community College
14. St. Mary's Campus
15. Sheridan College

Short-term training

2. Asian-Pacific Center for Human Development
3. Boston City Hospital
9. Hudson County Community College
10. New York City Hospitals
19. London Interpreting Project

Community interpreter training

1. Arctic College
18. Copenhagen School of Business
20. Northwest Territories Language Bureau
23. Institute of Linguists
24. Stockholm University

Court interpreter training

6. Florida International University
16. UCLA Extension
17. University of Arizona
22. Vancouver Community College
25. William Paterson College

Conference interpreter training

5. University of Delaware
7. Georgetown University
8. University of Hawaii at Manoa
12. University of Ottawa

Interpreter trainer training

21. Polytechnic of Central London

TUITION COST TO STUDENTS, LENGTH OF PROGRAM, AND NUMBER OF CREDITS

Information about cost of training for students was available from sixteen of the twenty-five programs (Table 3). Three of the short-term programs and two community interpreting programs are free. Tuition costs of the other programs range from $107 to $17,344. The tuition charges at three programs are considerably higher for non-residents.

Program length ranges from eight hours to four years, the most common length for the long-term programs being one to two years. Scheduling varies. Some programs meet during evening hours to allow students to continue working during the day. Others provide a few intensive weeks of training. This allows

students from outside the area to take a short time off from work to attend training. Another common arrangement is to schedule the program for one or more academic years.

Short-term programs and training provided by employers don't offer college credit. Other programs offer from 3 to 83.5 credits.

ENTRANCE REQUIREMENTS

Determination of language, culture, and interpreting proficiency is most often done by examination, which is used either as a part of the application process, or as a tool to assess students' skill levels before training commences. As can be seen in Table 4, the two most common requirements of applicants are that they be proficient in two languages and be capable of developing good interpreting skills. Five programs prefer applicants who have earned a high school diploma; five request that participants have a college diploma. A few programs have additional requirements such as letters of recommendation, appropriate personality, or education in a particular field.

COURSE AIMS AND CERTIFICATION

Table 5 shows the range of program objectives and types of certification. Course aims vary from preparing students for entry-level interpreting positions to upgrading current skills or providing preparation for federal certification exams. Most programs train students to work in specific settings, such as medical, mental health, legal, social service, conference, or interpreter training.

Training is provided on several different levels. Twenty programs provide their students with a declaration of competence at some level: thirteen give certificates of completion; two offer a certificate option and a degree option. Associate's, Bachelor's or graduate degrees are offered by various programs. Five programs do not provide any certification or guarantee of competence.

CLASS SIZE, STUDENT-TEACHER RATIO, AND NUMBER OF LANGUAGES REPRESENTED

Class sizes range from 9 to over 100 students; the ratios of number of students to number of instructors range from 2:1 to 100:1. Many programs augment their instructional staff with guest lecturers who provide in-depth information about a specific topic. The number and kinds of languages vary considerably, often according to the needs of the community. Most programs provide training in a single pair of languages, usually Spanish and English. Some programs train in different languages at different times. Stockholm University, for example, oversees training that occurs at various sites, each having a limited number of languages. Other programs, such as the Asian Pacific Center for Human Development, do not actually offer training in specific languages (except for English terminology development). Rather, they train students from many different language backgrounds in the non-language-specific aspects of interpreting. Table 6 outlines this information.

COURSE CONTENT

As shown in Table 7, the interpreter training programs we studied follow similar course content outlines. For the programs for which course content information was available, nearly every one incorporates ethics, cultural awareness, and terminology development into interpretation training. In some cases, entire courses are devoted to these topics. Other programs incorporate them into a broader framework, such as a "Principles of Interpretation" course. Many of the long-term programs include note-taking and translation training as well. Three programs offer separate translation courses, ten teach translation and interpretation together, and twelve train only interpreters.

TEACHING METHODS

Table 8 suggests that the direct experience approach is most commonly used to train interpreters. The programs in this study employ a combination of interpreting simulations and laboratory work to let trainees practice their newly acquired skills in a low-risk environment. Guest lecturers are also widely used. Although vocabulary and terminology development in both languages is considered to be essential, most programs do not actually teach language. Except for five sign language programs, Arctic College, the Institute of Linguists and the University of Ottawa, trainees are expected to be fully proficient in two languages upon entering the program.

INSTRUCTIONAL STAFF AND RESOURCES

Since there is no ongoing training program for interpreter trainers in North America, and only one such program known in Europe, most instructors have not themselves received instruction in how to train interpreters. However, in the programs that provided information about their trainers, all instructors have had some kind of postsecondary education, such as interpreter training or a language, education, or counseling degree. Some instructors are federally certified interpreters and have interpreting experience.

Development of written materials for interpreter training has been slow. Interpreter training by its nature requires great focus on hands-on experience. As a result, most programs do not use texts or manuals as a part of instruction, but instead employ real-life teaching methods such as audio and video tapes, guest lectures and demonstrations. However, there are components to interpreting (particularly terminology and ethical issues) that are more easily taught with the assistance of written materials. Some programs, such as those at Vancouver Community College and William Paterson College, have developed their own materials and manuals that address such issues.

Table 9 presents these characteristics for comparison.

OUTCOMES: EMPLOYMENT OF TRAINEES, PROGRAM SUPPORT, AND RECOGNITION

Although many agencies continue to hire untrained interpreters, there is increasing recognition of the value and importance of hiring trained, qualified interpreters. More employers are now giving hiring preference to trained interpreters and many are also assigning them higher wages in accordance with their level of training. There is a marked overlap in the kinds of settings in which interpreters work—they do not always interpret in the settings for which they have had training. Legal interpreting program graduates, for example, generally become part-time freelance interpreters in courts, immigration settings or jails. However, they may also find work in businesses, city agencies, or mental health settings. Conference interpreters interpret for the meetings of international organizations (inter-governmental or non-governmental) or governments (usually referred to as diplomatic interpreters in the U.S.). They may also interpret interviews, workshops or lectures. Some conference interpreters do legal or community interpreting. Community interpreters usually work in health or mental health settings, non-courtroom legal settings, and social service or educational situations. They may be hired as full-time employees or on a part-time or freelance basis. In the case of Polytechnic of Central London, which trains trainers, graduates find work as community interpreters or as instructors in interpreter training programs.

This analysis leads us to a general consideration of the importance of interpreter training, in the section that follows.

TABLE 3. Cost to Students, Program Length, Number of Credits, Scheduling of Courses

	Cost to Students	Program Length	Number of Credits	Scheduling
SIGN LANGUAGE INTERPRETER TRAINING				
4. CSU-Northridge	$4,552 (resident), $17,344 (non-resident)	4 years 5	30 core, 2 total	full-time
11. Ohlone College	$170-200	2 years	34/certif., 60/A.A. deg.	unknown
13. Seattle Central Community College	unknown	2 years	unknown	unknown
14. St. Mary's Campus	$5,664-$16,756	3 years for certif. or AA degree	24-52/certif. 71/A.A.S.	afternoon & evening
15. Sheridan College	$1,000	2 years, 2,500 hrs	83.5	full-time
SHORT-TERM TRAINING				
2. Asian-Pacific Center for Human Development	free	8-56 hours	none	7 hours/wk. for 8 wks.
3. Boston City Hospital	free	42 hours	none	21 hours for 2 weekends
9. Hudson County Community College	$107	32 hours	3	4 hours/wk. for 8 wks.
10. New York City Hospitals	free	2 weeks	none	full-time
19. London Interpreting Project	unknown	18 hours	none	3 hours/wk. for 6 wks.
COMMUNITY INTERPRETER TRAINING				
1. Arctic College	free	31 weeks	17/certif.	full-time
18. Copenhagen School of Business	unknown	15 wks	unknown	unknown
20. Northwest Territory Language Bureau	free	no time limit	none	varies
23. Institute of Linguists	varies	1 year, part-time, or 5 months full-time	none	day or evening
24. Stockholm University	unknown	varies from short courses to 3-4 terms	unknown	varies

TABLE 3. continued

	Cost to Students	Program Length	Number of Credits	Scheduling
COURT INTERPRETER TRAINING				
6. Florida International University	unknown	unknown	33	unknown
16. UCLA Extension	unknown	5 quarters	unknown	evening
17. University of Arizona	$900	120 hours	10.2	full-time for 3 weeks
22. Vancouver Community College	$565	158 hours	none	part-time evenings
25. William Paterson College	unknown	4 courses	unknown	unknown
CONFERENCE INTERPRETER TRAINING				
5. University of Delaware	$1,385/resident $3,490/nonresident	1 year	12	unknown
7. Georgetown University	$14,440	1 year	39-42	full- or part-time
8. University of Hawaii at Manoa	Undergrad: $664/resident $1,881/nonresident Grad: $779/resident $2,239/nonresident	1 year	12	unknown
12. University of Ottawa	unknown	1 year	39	full- or part-time
INTERPRETER TRAINER TRAINING				
21. Polytechnic of Central London	unknown (first group of trainees were paid to attend)	364 hours	unknown	5 hours/wk. for 1 year

TABLE 4. Entrance Requirements

	Language/ Culture Skills	Interpreting Skills	Educational Background	Other
SIGN LANGUAGE INTERPRETER TRAINING				
4. CSU-Northridge	tested for level of ASL proficiency	ASL-English translation skills	high school diploma	
11. Ohlone College	unknown	unknown	high school diploma	
13. Seattle Central Community College	unknown	unknown	unknown	
14. St. Mary's Campus	none	unknown	high school diploma or GED	2 letters of recommendation
15. Sheridan College	facility in English	unknown	high school diploma or age 19	autobiographical statement
SHORT-TERM TRAINING				
2. Asian-Pacific Center for Human Development	bilingual	unknown	unknown	
3. Boston City Hospital	unknown	unknown	unknown	on staff as interpreter
9. Hudson County Community College	bilingual in Spanish/English	unknown	unknown	
10. New York City Hospitals	language/culture proficiency	interpreter aptitude	unknown	on staff as interpreter
19. London Interpreting Project	unknown	unknown	unknown	
COMMUNITY INTERPRETER TRAINING				
1. Arctic College	fluent in native language	unknown	grade 10 or better	
18. Copenhagen School of Business	pass written test in Danish and other language	pass interpreter test or have interpreter experience	college degree	
20. Northwest Territory Language Bureau	unknown	unknown	unknown	on staff as a translator/ interpreter
23. Institute of Linguists	language & communication skills tested	interpreter aptitude	college degree or equivalent preferred	appropriate personality
24. Stockholm University	unknown	unknown	unknown	

TABLE 4. continued

	Language/ Culture Skills	Interpreting Skills	Educational Background	Other
COURT INTERPRETER TRAINING				
6. Florida International University	unknown	unknown	unknown	grammar, writing, business courses
16. UCLA Extension	bilingual in Spanish/English	unknown	college degree	
17. University of Arizona	bilingual in Spanish/English	unknown	unknown	
22. Vancouver Community College	excellent skills in English and other language	unknown	high school diploma	
25. William Paterson College	proficiency in Spanish/English	unknown	unknown	
CONFERENCE INTERPRETER TRAINING				
5. University of Delaware	excellent Spanish or French and English skills	interpreter aptitude	unknown	
7. Georgetown University	2 language combinations and pass entrance exam	unknown	minimum 2 years university education	
8. University of Hawaii at Manoa	proficiency in 2 languages	interpreter aptitude	unknown	
12. University of Ottawa	language proficiency	interpreter aptitude	college degree in translation, translator/ interpreter certificate or other degree	
INTERPRETER TRAINER TRAINING				
21. Polytechnic of Central London	written and oral skills in 2 languages	interpreter skills at level of Institute of Linguists Certificate in Community Interpreting	graduate student	teaching potential

TABLE 5. Course Aims and Certification

	Certificate or Degree	Course Aims
SIGN LANGUAGE INTERPRETER TRAINING		
4. CSU-Northridge	BA degree	to prepare for Registry of Interpreters for the Deaf certification
11. Ohlone College	certificate or Associate in Arts degree	to provide basic interpreter training
13. Seattle Central Community College	Associate in Arts and Sciences degree	to provide students with marketable interpreter skills
14. St. Mary's Campus	certificate or Associate in Arts and Sciences degree	to prepare trainees to interpret in medical and mental health settings
15. Sheridan College	3-year diploma	to provide formal interpreter training
SHORT-TERM TRAINING		
2. Asian-Pacific Center for Human Development	certificate	to upgrade interpreter skills
3. Boston City Hospital	certificate	to improve interpreter skills
9. Hudson County Community College	none	to train bilingual legal personnel for work as court interpreters
10. New York City Hospitals	none	to develop simultaneous interpreter skills and psychiatric concepts
19. London Interpreting Project	none	to upgrade existing interpreter skills
COMMUNITY INTERPRETER TRAINING		
1. Arctic College	certificate	to refine English, interpreting, and translating skills
18. Copenhagen School of Business	none	to prepare students to interpret in social service and medical settings
20. Northwest Territory Language Bureau	certificate	to prepare employees for government and social service interpreting
23. Institute of Linguists	certificate	to prepare for Certificate in Community Interpreting exam
24. Stockholm University	certificate	to satisfy federal certification requirements for interpreters

TABLE 5. continued

	Certificate or Degree	Course Aims
COURT INTERPRETER TRAINING		
6. Florida International University	certificate	to prepare students for entry-level translator/interpreter positions
16. UCLA Extension	certificate	to prepare for federal & state translator/interpreter exams and for legal interpreter in courts and the private sector
17. University of Arizona	certificate	to prepare students for interpreting in legal settings
22. Vancouver Community College	certificate	to give theoretical and practical training for work in legal system
25. William Paterson College	undergrad minor no certificate	to prepare for future graduate level studies in legal translation/ interpretation
CONFERENCE INTERPRETER TRAINING		
5. University of Delaware	certificate	to prepare students for international conference interpreting
7. Georgetown University	certificate	to train students for conference interpreting
8. University of Hawaii at Manoa	certificate	to train students for conference interpreting
12. University of Ottawa	graduate diploma	to prepare graduate students for conference interpreting
INTERPRETER TRAINER TRAINING		
21. Polytechnic of Central London	graduate diploma	to upgrade interpreter skills and prepare for interpreter training

TABLE 6. Class Size, Number of Instructors, and Number of Languages Represented

	Number of Students	Number of Instructors	Number of Languages
SIGN LANGUAGE INTERPRETER TRAINING			
4. CSU-Northridge	8-18	5+	2
11. Ohlone College	unknown	unknown	2
13. Seattle Central Community College	unknown	unknown	2
14. St. Mary's Campus	65	3+ a few part-time	2
15. Sheridan College	45 in 1st year, 35 in 2nd year, 15 in 3rd year	unknown unknown	2
SHORT-TERM TRAINING			
2. Asian-Pacific Center for Human Development	30	2 at any one time	1
3. Boston City Hospital	more than 100	1 at any one time	6
9. Hudson County Community College	unknown	2	2
10. New York City Hospitals	9	1	2
19. London Interpreting Project	13	2 + 3 lecturers	unknown
COMMUNITY INTERPRETER TRAINING			
1. Arctic College	10	1 + 2 lecturers	5-7
18. Copenhagen School of Business	unknown	2 + 8 lecturers	7
20. Northwest Territory Language Bureau	individualized	unknown	9
23. Institute of Linguists	12-16 and public service contributors	1+ language tutors	3-4
24. Stockholm University	varies	8	2-4

TABLE 6. continued

	Number of Students	Number of Instructors	Number of Languages
COURT INTERPRETER TRAINING			
6. Florida International University	unknown	unknown	2
16. UCLA Extension	unknown	unknown	2
17. University of Arizona	55	5 + lecturers	2
22. Vancouver Community College	20	7	4-5
25. William Paterson College	unknown	2	2
CONFERENCE INTERPRETER TRAINING			
5. University of Delaware	unknown	10 lecturers + unspecified number of trainers	3
7. Georgetown University	5-12	2 + 5-7 lecturers	7
8. University of Hawaii at Manoa	unknown	3	5
12. University of Ottawa	varies	6	2
INTERPRETER TRAINER TRAINING			
21. Polytechnic of Central London	unknown	2 + 3 lecturers	unknown

TABLE 7. Course Content

	Ethics	Terminology Development	Cultural Awareness	Note-taking	Interpreting/ Translating
SIGN LANGUAGE INTERPRETER TRAINING					
4. CSU-Northridge	yes	yes	yes	no	interpreting
11. Ohlone College	unknown	yes	yes	no	interpreting
13. Seattle Central Community College	unknown	yes	yes	no	interpreting
14. St. Mary's Campus	yes	yes	yes	no	interpreting
15. Sheridan College	yes	yes	yes	no	interpreting
SHORT-TERM TRAINING					
2. Asian-Pacific Center for Human Development	yes	yes	yes	no	interpreting
3. Boston City Hospital	yes	yes	yes	no	interpreting
9. Hudson County Community College	unknown	unknown	unknown	yes	translating offered separately
10. New York City Hospitals	yes	yes	yes	no	both
19. London Interpreting Project	unknown	unknown	yes	no	interpreting
COMMUNITY INTERPRETER TRAINING					
1. Arctic College	yes	yes	yes	yes	both
18. Copenhagen School of Business	yes	yes	yes	unknown	both
20. Northwest Territory Language Bureau	yes	yes	yes	yes	both
23. Institute of Linguists	yes	yes	yes	yes	both
24. Stockholm University	yes	yes	yes	unknown	interpreting

TABLE 7. continued

	Ethics	Terminology Development	Cultural Awareness	Note-taking	Interpreting/ Translating
COURT INTERPRETER TRAINING					
6. Florida International University	unknown	yes	unknown	unknown	both
16. UCLA Extension	unknown	yes	no	yes	both
17. University of Arizona	yes	yes	unknown	yes	both
22. Vancouver Community College	yes	yes	yes	yes	both
25. William Paterson College	unknown	unknown	optional	yes	both
CONFERENCE INTERPRETER TRAINING					
5. University of Delaware	unknown	unknown	unknown	unknown	interpreting
7. Georgetown University	yes	yes	yes	yes	offered separately
8. University of Hawaii at Manoa	yes	unknown	unknown	yes	offered separately
12. University of Ottawa	yes	yes	yes	yes	interpreting
INNTERPRETER TRAINER TRAINING					
21. Polytechnic of Central London	yes	yes	yes	yes	interpreting

TABLE 8. Teaching Methods

	Interpreting Simulations	Guest Lectures	Language Instruction	Lab Work
SIGN LANGUAGE INTERPRETER TRAINING				
4. CSU-Northridge	yes	yes	yes	yes
11. Ohlone College	yes	unknown	yes	unknown
13. Seattle Central Community College	yes	unknown	yes	unknown
14. St. Mary's Campus	yes	yes	yes	yes
15. Sheridan College	yes	yes	yes	yes
SHORT-TERM TRAINING				
2. Asian-Pacific Center for Human Development	yes	yes	no	unknown
3. Boston City Hospital	unknown	yes	no	no
9. Hudson County Community College	yes	unknown	no	yes
10. New York City Hospitals	yes	yes	no	no
19. London Interpreting Project	yes	yes	no	no
COMMUNITY INTERPRETER TRAINING				
1. Arctic College	yes	yes	yes	yes
18. Copenhagen School of Business	yes	yes	no	unknown
20. Northwest Territory Language Bureau	unknown	unknown	no	unknown
23. Institute of Linguists	yes	yes	yes	if facilities available
24. Stockholm University	yes	yes	no	yes

TABLE 8. continued

	Interpreting Simulations	Guest Lectures	Language Instruction	Lab Work
COURT INTERPRETER TRAINING				
6. Florida International University	yes	unknown	no	unknown
16. UCLA Extension	yes	yes	no	yes
17. University of Arizona	yes	yes	no	yes
22. Vancouver Community College	yes	yes	no	yes
25. William Paterson College	yes	unknown	optional	unknown
CONFERENCE INTERPRETER TRAINING				
5. University of Delaware	yes	yes	no	yes
7. Georgetown University	yes	yes	no	yes
8. University of Hawaii at Manoa	yes	yes	no	yes
12. University of Ottawa	yes	yes	yes	yes
INTERPRETER TRAINER TRAINING				
21. Polytechnic of Central London	yes	yes	no	yes

TABLE 9. Instructional Staff and Teaching Resources

	Educational Background of Trainers	Interpreting Background of Trainers	Certification	Teaching Resources
SIGN LANGUAGE INTERPRETER TRAINING				
4. CSU-Northridge	Ph.D. (linguistics, curriculum & instruction)	translating/ interpreting experience	Registry of Interpreters for the Deaf certified	guest lectures video/audio tapes
11. Ohlone College	unknown	unknown	unknown	unknown
13. Seattle Central Community College	unknown	interpreting experience	unknown	unknown
14. St. Mary's Campus	MA	interpreting experience	Registry of Interpreters for the Deaf certified	guest lectures, video/audio tapes, manuals
15. Sheridan College	BA or MA	unknown	unknown	videos, texts, manuals, guest lectures, field placements
SHORT-TERM TRAINING				
2. Asian-Pacific Center for Human Development	M.S.W.	unknown	unknown	guest lectures
3. Boston City Hospital	M.S.	unknown	unknown	guest lectures
9. Hudson County Community College	unknown	unknown	unknown	unknown
10. New York City Hospitals	unknown	interpreting experience	unknown	tapes
19. London Interpreting Project	unknown	unknown	unknown	unknown
COMMUNITY INTERPRETER TRAINING				
1. Arctic College	B.Ed.	none	unknown	manuals, tapes, word lists
18. Copenhagen School of Business	language deg.	unknown	unknown	guest lectures
20. Northwest Territory Language Bureau	unknown	unknown	unknown	health interpreter handbook
23. Institute of Linguists	Dip.CITT*	interpreter training	Certificate in Community Interpreting	guest lectures
14. Stockholm University	unknown .	unknown	unknown	unknown

* Dip.CITT = [postgraduate] Diploma in Community Interpreter Training Techniques.

TABLE 9. continued

	Educational Background of Trainers	Interpreting Background of Trainers	Certification	Teaching Resources
COURT INTERPRETER TRAINING				
6. Florida International University	unknown	unknown	unknown	unknown
16. UCLA Extension	unknown	unknown	unknown	unknown
17. University of Arizona	language degree	interpreting experience	federal certif.	court transcripts tapes, lectures
22. Vancouver Community College	university degree	interpreting experience	unknown	manual for court interpreter tapes
25. William Paterson College	unknown	interpreting experience	unknown	interpreter/ translator manual
CONFERENCE INTERPRETER TRAINING				
5. University of Delaware	unknown	interpreting experience	unknown	unknown
7. Georgetown University	Ph.D. for full-time: Conf. interp. exam for part-time trainers	translating/ interpreting experience; member of professional association	certif. from univ. program	videos, texts, international conference documentation
8. University of Hawaii at Manoa	unknown	interpreter training	unknown	lectures, tapes
12. University of Ottawa	interpreting degree	interpreting experience	federal certif.	videos, tapes, speech transcripts, House of Commons debates
INTERPRETER TRAINER TRAINING				
21. Polytechnic of Central London	language, interpreting, education, or counseling degree	unknown	unknown	readings, papers

6. OBSERVATIONS ON THE IMPORTANCE OF TRAINING

In this section we have tried to assemble data, arguments, observations, and informed opinion relevant to the following questions:

- Is interpreting an activity that requires formal training or skills beyond those to be expected of anyone who speaks two languages proficiently?
- Do trained interpreters perform better than untrained bilinguals who interpret ("lay interpreters")?
- What, if any, are the significant differences in the quality of communication achieved when trained interpreters are used?

PROFESSIONALISM

One might suppose the value of professionalism to be obvious, since it is taken for granted in so many other fields.

> Community interpreters carry heavy professional responsibilities. They work in areas where life and liberty may be at stake. Being a professional means that one professes to a specific collective standard of ethics and practice which is above self-interest. In practical terms, the older professions—such as law, medicine and nursing—have developed structures to maintain, protect, and develop these standards of ethics and practice. The structures allow the professions to grow and to address day-to-day reality. They also mean that consumers of these professional services know what to expect of them and that there are defined inter-disciplinary relationships between the services. When there is a road accident, the police, doctors, nurses, firemen and ambulancemen all work together as a multi-disciplinary team. They know their roles and responsibilities and work quickly and safely together.
>
> Community interpreting is a new profession in the service context. It is only just beginning to develop its collective identity.
>
> (Institute of Linguists 1990, p. 19)

It is assumed that a recognized course of professional preparation is one of the requisites of professionalism.

Two of the values of professionalism identified in the passage quoted above are *role definition* and *reliability of performance*.

ROLE DEFINITION

An untrained bilingual, when asked to "interpret," has no way of knowing what she is or is not expected to do. On the other hand, a clear evidence of professionalism is to know one's personal and professional limits. In established professions, this knowledge of the expectations and limits of one's role as a professional is initially established through training.

RELIABILITY OF PERFORMANCE

Professionals who work with interpreters often complain that they are unable to tell whether the interpreter is translating correctly and completely, because they don't know one of the languages the interpreter is using

(which is why they need an interpreter!). This situation is in no way different from that of an individual who requires the services of an attorney, a doctor, or a lab technician. As clients, we are generally unable to directly assess the professional competence of these specialists, because we don't speak the "language" of their specialty and we don't have their training. We are inclined to rely on them primarily because we know they have been trained and licensed or certified as competent to do what they do by a panel of their peers. Those who use the services of a trained, professionally examined and certified interpreter can similarly be relieved of concern about what the interpreter should be doing and how well it is being done. They are assured of reliability by the interpreter's professional credentials.

In the absence of training and certification, the selection of interpreters in most localities is very similar to that in British Columbia as described by Carr:

> ...an essentially free-market approach to legal interpretation exists....Let us ask ourselves: what guarantee does the present system for the provision of interpreters give the user...? The only guarantee appears to be reliance on the reputation of the agency or interpreter employed. Obviously, that can be an excellent indicator, if there exist some measurable standards upon which such a reputation has been built. Indeed, there need be no drawback to a free-market system for the employment of interpreters, if there were assurances that certain standards of performance were being met by the practitioners and their agents. However, the norm for satisfaction does not appear to be based on any formulated standards, but on the notion that "there have been no complaints about the performance of this interpreter". Let us pause a moment to consider. Who is there to complain? The client who does not understand English? The court that has no knowledge of the other language? How often is there present during a trial an unbiased individual who is competent to judge the adequacy of the translation? The norm for satisfaction, therefore, seems to rest upon the ability of the interpreter to disrupt as little as possible the smooth flow of the proceedings, thereby causing no friction and eliciting no complaints. As any language teacher can attest, a translation may flow smoothly, yet at the same time be quite inaccurate. Accuracy is the key word in the evaluation of any interpretation, but who is there normally in court who is capable of guaranteeing it?
>
> (1989b, p. 2.1.01-02-03)

In at least two training programs, evidence of improved performance following training has been obtained through objective and subjective evaluation of errors in actual interpreting by individuals before and after training. In both cases the improvement was significant.

Training for ad hoc interpreters (hospital staff on call as interpreters) conducted by the Office of Mental Hygiene Services of the New York City Health and Hospitals Corporation consisted of just two weeks of training in March, 1986. Training included didactic sessions, seminars, and practica. Evaluations showed that "all trainees believed that the program had demonstrably increased their confidence, their ability to think and speak more rapidly, and the accuracy of their interpretation" (New York City Health and Hospitals Corporation 1987, p. 22). Six trainees' performance in interpreting in tape-recorded simulated interviews, before and after training, was assessed for accuracy of translation on five error categories: omissions, additions, substitutions, condensations, and role exchanges. Analysis of the results showed that:

> All interpreters achieved significant improvement in all the categories measured. The overall percentage of improvement obtained by the six interpreters ranged from 52.45 percent to 94.70 percent... with the greater improvement occurring in the areas in which each of the interpreters was weakest.
>
> (New York City Health and Hospitals Corporation 1987, p. 33)

The general conclusions of the study show that the effect of training was not limited to reduction of errors:

> Analysis of the data obtained from the Study, interviews with the ad hoc interpreters trained, and interviews with the clinicians that use their services demonstrate that the training has resulted in much more accurate and effective interpretation, in a minimization of the time consumed by the interpretation process, and in a further minimization of the interference that the interpreter's presence creates in the dyadic process of clinician and patient. The training has enabled the trained interpreter to perform his task with accuracy and confidence, the clinician to trust an indispensable tool, and the non-English speaking patients to be provided with reliable diagnosis and quality care.
>
> (New York City Health and Hospitals Corporation 1987, p. 36)

In a report on the effects of training on interpreter performance, Dr. Roseann Gonzalez of the Summer Institute for Court Interpretation at the University of Arizona discussed testing procedures and results. Oral and written pre- and post-tests were given to trainees on the first and last days of the program. The pre- and post-tests had the same format and equivalent content. For the oral test, trainees were scored two ways. Objective scores were obtained by counting the number of errors made in the interpretation of grammar and vocabulary and in conservation of the speaker's intent, style, tone and register (Gonzalez 1983 p. 73). Subjective scores were based on the students' consistency of delivery and resourcefulness of interpretation (Gonzalez 1983 p. 75). The 100-question written post-test assessed the students' knowledge of "criminal procedure and terminology, specialized vocabularies...interpreter ethics and procedures, Spanish and English grammar and usage" (Gonzalez 1983, p. 79).

Data from the oral portion of the pre- and post-tests show that "overall, participants demonstrated remarkable improvement" (Gonzalez 1983, p. 80). The range of objective errors on the oral portion of the pre-test was 20 to 108. On the post-test, the number of mistakes ranged from 5 to 55, showing a 50 percent reduction in the total number of mistakes made by the group. Improvement of individual participants ranged from 5 percent to 86 percent. Subjective scores ranged from 8 to 24 on the pre-test and 14 to 24 on the post-test (the higher the score, the better the performance). As a whole, the group demonstrated a 43 percent improvement in subjective scores, and individual improvement ranged from 6 percent to 60 percent. The range of number correct on the written pre-test was 41 to 83; on the post-test it was 57 to 97, a 29 percent group improvement (Gonzalez 1983, p. 81). The broad continuum of percentages of individual improvement is explained by the fact that participants who scored well on the pre-test did not have as much room for improvement as those who scored poorly (Gonzalez 1983, p. 80).

A comparison of students' performance on the pre-test to their performance on the post-test clearly illustrates the beneficial effects of training on interpreters' performance:

> The typical response to the [pre-test] examining format procedure was shock and dismay.... The candidates' lack of confidence was perhaps the most conspicuous feature. What knowledge they did have the candidates managed to cloak with hesitation, redundancy, undue editing and clarification, over translation and verbosity. The [post-] testing behavior of the candidates was radically unlike that behavior exhibited in the pre-test. The level of positive anticipation was higher than the level of anxiety. It was gratifying to see the same candidates perform in the examination procedure with much greater confidence and self-esteem....The reticence about taking a linguistic risk and finding a creative linguistic solution was noticeably reduced. Acceptable equivalents for frozen language of the court were bandied about with grace and precision. Articulation was greatly improved and apologies or unnecessary

> editing were scarce....The new found knowledge in judicial procedure and in interpreter procedures and ethics contributed much to the general, and in some cases phenomenal, upgrading of their performances.
>
> (Gonzalez 1983, pp. 76-77, 78-79)

Evidence that experience alone does not necessarily lead to professional competence is found in the results of standardized evaluations of competence which have been administered by the federal court system and the state courts of the State of New Jersey, as summarized in this passage:

> In 1985 the State of New Jersey evaluated 42 interpreters then working in the trial courts; 27 separate criteria were used in the evaluation. Only *17 percent* of them met minimum standards of acceptable proficiency. Some of the interpreters who were judged to be most deficient were full-time interpreters, that is, those who, in theory at least, had the most experience. Of the 102 applicants who have since taken the New Jersey screening test, only *five* have passed. In the period 1980-86, only 299 of the more than 6000 people who took the federal court interpreting exam were successful in obtaining certification. The others, most of them native Spanish speakers, did not meet the required standards. The situation has not changed significantly in the last two years: the success rate in 1988 was 6%. Upon these facts the courts of New Jersey rest their case for the need to establish legal interpreter education programs.
>
> (Carr 1989b, p. 2.103)

This report can now be updated: 180 individuals have been examined by the State of New Jersey since October 1987; only eight have passed the examination of interpreting proficiency, i.e., 4 percent (Ellie de la Bandera, in Lee et al. 1989, p. 29).

The data summarized here provide striking evidence for the following propositions: 1) that the proficiency and reliability of a given interpreter cannot be assumed in the absence of formal evaluation of actual or simulated performance; and 2) that programs of training can make a significant difference in an individual's proficiency. We may add that while even two or three weeks of training have been shown to foster considerable improvement, it would appear that the level of proficiency demanded of a court interpreter, for example, will be attained by few individuals without much more extensive training.

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APPENDICES

APPENDIX A
SUMMARY OF SITE VISITS: INTERVIEWS AND OBSERVATIONS

BRITISH COLUMBIA

Vancouver

Date:	July 12, 1990—Carol Berg, Beatriz Cabrera, Laurel Benhamida, interviewers
Interview:	Dr. Silvana E. Carr, Coordinator of Certificate Program in Court Interpreting, Vancouver Community College
Interview:	Gosia Kawecki, Multilingual Orientation Service Association for Immigrant Communities (MOSAIC)
Interview:	Graduates of the Certificate Program in Court Interpreting at Vancouver Community College
Date:	July 13, 1990—Carol Berg, Beatriz Cabrera, Laurel Benhamida,interviewers
Interview:	Russel Radi, Employment and Immigration Canada, Operations Coordination Office; Dr. Silvana Carr; and a certified interpreter and trainer at the Certificate Program
Lunch:	Dennis Kent and Nola Silzer, Ministry of the Attorney General; Jindra Repa, Associate Director of International Education, Vancouver Community College and founder of the Certificate Program; Phyllis Wren, past president of the Society of Translators and Interpreters of British Columbia (STIBC)
Interview:	Faculty of the Certificate Program
Dinner:	Dr. Silvana Carr
Date:	July 15, 1990—Carol Berg, Beatriz Cabrera, Laurel Benhamida, interviewers
Telephone:	Dr. Silvana Carr

ARIZONA

Tucson

Date:	July 17, 1990—Carol Berg, Beatriz Cabrera, Laurel Benhamida, interviewers
Interview:	Dr. Roseann Duenas Gonzalez, Director, Summer Institute for Court Interpretation, University of Arizona; Victoria F. Vasquez, J.D., administrative assistant, Summer Institute for Court Interpretation
Interview:	Naomi Johnson, secretary, Summer Institute for Court Interpretation
Lunch:	Dr. Roseann D. Gonzalez
Observation:	Simultaneous interpretation laboratory
Interview:	Faculty of the Summer Institute
Date:	July 18, 1990—Carol Berg, Beatriz Cabrera, Laurel Benhamida, interviewers
Observation:	Legal procedure overview; various levels of the consecutive interpretation and sight translation laboratories; ethics; critique and analysis; library
Dinner:	Faculty of Summer Institute, Dr. Gonzalez, and Victoria Vasquez

UNITED KINGDOM

London

Date:	July 12, 1990—Bruce Downing, Ellen Rau, Phoua Thao, interviewers
Interview:	J.P. Lonergan, Faculty Short Courses Director, Polytechnic of Central London
Interview:	Roger T. Bell, Professor (sociolinguistics) and Associate Head of School, Polytechnic of Central London;:Coordinator for the Diploma in Community Interpreter Training Techniques (Dip. CITT)
Observation:	Simulation of diplomatic interpreting in Mongolian, Russian, and English
Observation:	Library and computer laboratories, Polytechnic of Central London
Date:	July 13, 1990—Bruce Downing, Ellen Rau, Phoua Thao, interviewers
Interview:	Roger Bell
Observation:	Library holdings, especially dissertations, Polytechnic of Central London
Interview:	Thomas Chan, Coordinator, Interpreting and Advocacy, Bloomsbury Health Authority
Telephone:	Olga Pachecho, graduate of Dip. CITT course, Spanish-English interpreter, author of a dissertation on training interpreters for refugee work (unavailable for interview)
Telephone:	Jane Shackman, author of book on community interpreting (unavailable—out of town)

Cambridge

Date:	July 14, 1990—Bruce Downing, Ellen Rau, Phoua Thao, interviewers
Meeting:	Ann Corsellis, Director, Community Interpreter Project, Institute of Linguists (a get-acquainted meeting at her home)
Date:	July 16, 1990—Bruce Downing, Ellen Rau, Phoua Thao, interviewers
Interview:	Ann Corsellis
Interview:	Catherine Wrangham, educator, ESL instructor, author of textbook, Bilingual in Britain, for use in bilingual skills certificate course
Interviews:	Christine Adams, conference interpreter; Vic Blickem, district social services manager, organizer of county interpreter services; Nikki Glegg, Cambridge housing officer
Date:	July 17, 1990—Bruce Downing, Ellen Rau, Phoua Thao, interviewers
Interview:	Ann Corsellis
Interview:	Anita Harmer, Spanish-English interpreter, graduate of Dip. CITT course, interpreter trainer
Interview:	Tony Capon, police officer working in community relations, organizer of police interpreter service and training
Dinner:	Ann Corsellis and her husband John Corsellis at local restaurant

London

Date:	July 18, 1990—Ellen Rau
Telephone:	Dr. Blackwell, London physician specializing in Vietnamese and Chinese patients

DENMARK

Copenhagen

Date:	July 20, 1990—Ellen Rau, Phoua Thao, interviewers
Meeting:	Lise Ravn, coordinator of OASIS (a center that provides counseling for refugees); Kjeld Lings, Spanish-Danish interpreter, author of a book on community interpreting; Nina Hamerik, Director, Community Interpreter Training, Copenhagen School of Business; Hanne Stemann, librarian; Hanne Schneiden, psychologist, works with refugees; Maggie Sumner, physical therapist; Marcanne Krogh, secretary; Sami Zitawi, Arabic-Danish interpreter; Mandana Hilvsgaard, Iranian-Danish interpreter; Shahin Laghaei, Iranian-Danish interpreter; Hossein Beumer, Iranian-Danish interpreter
Dinner:	Kjeld Lings
Date:	July 21, 1990—Bruce Downing, Ellen Rau, Phoua Thao, interviewers
Meeting:	Nina Hamerik, Director, Community Interpreter Training, Copenhagen School of Business; Kjeld Lings, Spanish-Danish interpreter, author of a book on community interpreting also present: a Persian-Danish interpreter, graduate of Copenhagen School of Business Community Interpreter course
Date:	July 22, 1990—Ellen Rau, interviewer
Interview:	Henny Rasmussen Cascino, social advisor, Copenhagen Immigrant Advisory Office

SWEDEN

Stockholm

Date:	July 20, 1990—Bruce Downing, interviewer
Interviews:	Helge Niska, Associate Director, Institute for Interpretation and Translation Studies, University of Stockholm
	Gunnar Lemhagen, Director, Institute for Interpretation and Translation Studies, University of Stockholm
Lunch:	Helge Niska and Gunnar Lemhagen at University cafeteria
Telephone:	Eva Eyre, Red Cross Hospital Center for Tortured Refugees
Date:	July 22, 1990—Bruce Downing, interviewer
Dinner:	Helge Niska at his home

Uppsala

Date:	July 23, 1990—Bruce Downing, interviewer
Interviews:	Marie-Louise Latorre, Director, Immigrant Services Bureau; Margarita Eurenius, Counsellor, Immigrant Services Bureau; also present: a Thai-Swedish interpreter
Observation:	An interview with a Spanish-speaking client (with her daughter and granddaughter present), interpreted by an authorized Spanish-Swedish interpreter with a certified specialization in social services interpreting.
Observation:	Computer-based scheduling of interpreters at the Uppsala Immigrant Services Bureau
Telephone:	Jonny Samuelsson, Director, Red Cross Refugee Center, Söderfors, Sweden

APPENDIX B
DOCUMENTATION CONCERNING THE TRAINING PROGRAMS DESCRIBED IN THIS REPORT

PROGRAMS VISITED FOR THIS STUDY

1. Copenhagen School of Business

   "The Course in Social and Medical Interpretation—a short introduction" (unpublished draft by Nina Hamerik]

2. Institute of Linguists: Community Interpreter Project
   a. Arguments Against 'Advocacy' in Intercultural Service Provision" by Ann Corsellis, Community Interpreter Project, Institute of Linguists Educational Trust (May 1990)
   b. *Bilingual in Britain* by Catherine Wrangham, published by Institute of Linguists (1989)
   c. "Bilingual Skills Certificate: Conference of Course Organizers and Tutors"
   d. "Bilingual Skills Certificate and Certificate in Community Interpreting: Guidelines and Syllabuses," Institute of Linguists (1990)
   e. "The Community Interpreter Project" by Ann Corsellis in *The Linguist* (1987)
   f. "The Community Interpreter Project—Interim Report" by Ann Corsellis in *The Linguist* (vol. 29, no. 1, 1990)
   g. "Diploma in Translation" (pamphlet)
   h. "Examinations in Language Skills for Communication in the Public Services in Multi-Lingual Britian—Bilingual Skills Certificate, Certificate in Community Interpreting: Guidelines and Syllabuses" by Ann Corsellis (1990)
   i. "Examinations in Languages for International Communication leading to the award of Institute of Linguists Certificates and Diplomas," Institute of Linguists (1990)
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   k. "Language Check"
   l. "Non-English Speakers and the Criminal Justice System" by Kenneth Polack and Ann Corsellis in *New Law Journal* (Nov. 23, 1990)
   m. "An Overview of the Requirements for the Effective Provision of Services in a Multi-Lingual/ Multi-Cultural Society" by Ann Corsellis (1/5/88)
   n. Pamphlet describing aims and activities of the Institute of Linguists
   o. "Proposed Model for Public Service Language Units: National and Local" by Ann Corsellis (July 1990)
   p. "Some 'Do's' for Interviewers Working with Interpreters" by Catherine Wrangham (Oct. 23, 1987)
   q. "Training and Development for Effective Community Interpreting and Translation" from the Northern Conference on Community Interpreting and Translation (10/24/87)

3. Polytechnic of Central London
   a. "Diploma in Community Interpreter Training Techniques: Information for Applicants" (1990-91)
   b. "English Courses (for Overseas Students)" (1990-91)
   c. "PCL Postgraduate Diploma in Community Interpreter Training Techniques," Faculty of Languages (Oct. 1988)
   d. "Polytechnic of Central London—Undergraduate Prospectus for Entry" (1991)

e. "Postgraduate Diploma in Community Interpreter Training Techniques"

4. University of Arizona: Summer Institute for Court Interpretation
   a. Daily schedule
   b. Description of course content
   c. Excerpts from draft of textbook on interpreting by Roseann Gonzalez, Victoria Vasquez and Holly Mikkelson
   d. Excerpts from transcripts of court cases, used for interpreting practice
   e. *The Federal Court Interpreter Certification Manual* by the University of Arizona Interpreter Certification Project (1986)
   f. "Practical Spanish for Health Care Providers"—a description of teaching materials available from Biomedical Communications, Health Sciences Center, University of Arizona
   g. Reference material list compiled by Ely Weinstein
   h. Reserve book list for the Summer Institute for Court Interpreters
   i. Selected terminology bibliography for court interpreters
   j. "A Self-Evaluation Questionnaire" by Ely Weinstein
   k. "Spanish Speaking Americans and the Lack of Interpreter Services" (excerpt) by Roseann Duenas Gonzalez (May, 1980)
   l. *Summer Institute for Court Interpretation: A Description and Evaluation of a Pilot Training Model* by Roseann Duenas Gonzalez (August 13, 1983)
   m. University of Arizona Summer Institute for Court Interpretation: Course Description (July 16-August 3, 1990)
   n. *University of Arizona Summer Institute for Court Interpretation at Montclair State College June 14-July 6, 1985, Technical Assistance Grant: Project Report and Evaluation* by Roseann Gonzalez (9/15/85)
   o. University of Arizona Summer Institute for Court Interpretation Questionnaire for Trainees

5. University of Stockholm: Institute for Interpretation and Translation Studies
   a. "Handledning for Larare och Cirkelledare I Kontakttolkutbildningen" (1987)
   b. "IITS Report No. 1: Översättarkompetens och autorisation" (May 26, 1988)
   c. "IITS Report No. 2: Linguistic Translations Theory in the Soviet Union (1950-1980's): A Review" by Maria Koptjevskaja-Tamm (1989)
   d. Schedule for short courses (1987-88)
   e. "TOI: Tolk-och översttarinstitutet vid Stockholms universitet" (informational pamphlet)
   f. *Tolkningsperspektiv*, issues 1 (Mar 1986), 2 (June 1986), and 3-4 (May 1987)

6. Vancouver Community College: Certificate Program in Court Interpreting
   a. "Certificate Program in Court Interpreting: A Guide for Participants"
   b. "Certificate Program in Court Interpreting: A Curriculum Guide" by Silvana Carr, Ph.D. (Draft—in revision) (1990)
   c. *A Handbook for Court Interpreters* by Kathleen Keating (1981), edited by Silvana Carr
   d. "Immigration and Multiculturalism: In and Out of Courts—Interpreting in B.C." by Silvana Carr
   e. Information sheet describing court interpreting, the program, admission requirements, and how to apply
   f. *Manual for Court Interpreters*, edited by Silvana Carr (Vancouver: Vancouver Community College, Continuing Education, 1984)
   g. "Multilingual Court Interpreting Training: Certificate Program, Vancouver Community College" by Dr. Silvana Carr in *Northeast Conference on Interpretation and Translation* (1989)

h. "Multiple-Track Interpretation Program" etc. Outlines of interpreting skills and the Certificate Program in Court Interpreting

i. Suggested interpreter's written oath

j. "Toward a Court Interpreting System in British Columbia" by Jindra Repa et al.

k. "Trial Transcripts for a Program in Court Interpreting" Part two of the *Manual for Court Interpreters*, ed. by Silvana Carr

l. "Vancouver Community College" (brochure)

PROGRAMS NOT VISITED

7. Boston City Hospital: Notes from phone conversation with Raquel Cashman (6/8/90) about training

8. California State University at Northridge: Deaf Studies Program: Information sheet listing and describing the interpreter training option

9. College of St. Catherine, St. Mary's Campus: Health Care Interpreter Program:
   a. Certification options
   b. Comprehensive curriculum and course descriptions

10. Florida International University, Tamiami Campus: Certificate in Legal Translation and Court Interpreting Curriculum

11. Georgetown University: Division of Interpretation and Translation
   a. *Jerome Quarterly* (vol. 4, issue 3), ed. by David and Margareta Bowen, National Resource Center for Translation and Interpretation (May-June 1989)
   b. Pamphlet describing programs, including information about coursework and certificates in translation and conference interpreting

12. Hudson County Community College: Legal Assisting Program Information Sheet describing new courses for summer 1988

13. New Jersey Consortium of Educators in Legal Interpreting and Translation
   a. "Conference of 10/23/87," New Jersey Dept. of Higher Education, Project on Legal Interpretation (proceedings)
   b. "Curricular Guidelines for the Development of Legal Interpreter Education" New Jersey Dept. of Higher Education, Project on Legal Interpretation (1988)
   c. "Northeast Conference on Legal Interpretation and Translation," (May 5-6, 1989) ed. by Angela M. Aguirre, pub. by The Consortium of Educators in Legal Interpretation and Translation
   d. Paper (No title): discusses background of New Jersey's role in legal interpreting, approaches to curriculum design and educational plan

14. New York City Health and Hospitals Corporation, Mental Hygiene Division
   a. *Ad Hoc Interpretation in Psychiatric Care—Report on the pilot program:* NYC Health and Hygiene Corp., Office of Mental Hygiene Services (July 1986)
   b. "Code of Ethics and Practice for Mental Health Interpreters" developed by Louise Eastment, Chief of Interpreters' Training and Supervision, Beth Israel Hospital, Boston, Mass.
   c. Curriculum for Mental Health Interpreter Training
   d. "The Mental Hygiene Interpreters Program: an Introduction to Interpretation"

15. Northwest Territories: Department of Culture and Communications
   a. "Are you Interested in a Career in Aboriginal Languages?"
   b. "From the Minister...A Handbook for Interpreters in Health"

c. "How Not to Get Lost in Translation"

d. "Language Bureau Basic Interpreter/Translator Training Program," revised by Marlene Semsch (1989)

e. "The Language Bureau: Getting the Message Across"

f. "Native Languages in the Northwest Territories"

16. Ohlone College: Interpreter Trainin: Curriculum

17. Seattle Central Community College: Interpreter Training Program: Curriculum

18. Sheridan College: Sign Language Interpreter: Pamphlet describing the curriculum

19. University of California at Los Angeles Extension: Certificate in Interpretation and Translation: Curriculum for the program

20. University of Delaware: Conference Interpretation Program

    a. "Consecutive Notetaking for Community Interpreters" by Nancy Schweda-Nicholson, in *Interpreting-Yesterday, Today, and Tomorrow*, American Translators Association Scholarly Monograph Series, vol. IV, ed. by David and Margareta Bowen, pub. by State University of New York at Binghampton (1990)

    b. Description of Program, including coursework, certificate examinations and activities

21. University of Hawaii: Certificate Program in Conference Interpretation: Pamphlet describing coursework, certificate examinations and activities

22. University of Ottawa: School of Translators and Interpreters: Information sheet listing and describing courses and examinations

APPENDIX C
OTHER DOCUMENTATION OBTAINED THROUGH THIS STUDY CONCERNING COMMUNITY INTERPRETING

1. Asian-Pacific Center for Human Development: Denver Interpreter's Bank
   a. "Colorado's Interpretation/Translation Service Needs" (Issue Paper #1 by the Long Range Interagency Planning Sub-Committee) (7/88)
   b. Information sheet from Interpreter's Bank (8/6/88)
   c. Notes from phone conversation with Jai Ahn describing history of the program and billing and training practices (6/18/90)
2. Bloomsbury Health Authority [London]
   a. Community and Dental Services Unit, Advocacy and Interpreting Services, "Annual Report 1988/89" by Thomas Chan, Advocacy Service Manager (August 1989)
   b. Community and Dental Services Unit, Advocacy and Interpreting Services, "Annual Report 1989/90" (June 1990)
   c. Information sheet about advocacy and interpreting
3. Cambridgeshire Constabulary [England]
   a. "Notes of Guidance for Interpreters and Police Officers" (amended January 1990)
4. Immigrant Advisory Office [Copenhagen]
   a. Information sheet about the office by Henny Rasmussen Cascino (3/31/90)
   b. "Counselling Immigrants through Interpreters" by Henny Rasmussen Cascino, translated and adapted by Kjeld Lings
5. *Journal of Occupational Medicine*
   a. "Occupational Stress among International Interpreters" by Gary L. Cooper and Rachel Davies Cooper, vol. 25, no. 12 (Dec. 1983)
6. *Language International*
   a. "Dear Linguist: You're very desirable and becoming more so..." by Magda Meakins (vol. 1, #3, 1989)
7. London Interpreting Project
   a. "A Consultative Report on the Development of Interpreting Services in Camden" by Thomas L. Chan (July 1985)
8. Her Majesty's Stationery Office
   a. "Caring for People: Community Care in the Next Decade and Beyond" (excerpt) (Nov. 1989)
   b. "Police and Criminal Evidence Act 1984 (s.66), Codes of Practice" (excerpt)
   c. "Working for Patients" (excerpt) (Jan. 1989)
9. MOSAIC [Vancouver]
   a. "Key Words for Health and Medical Care in English and Greek, Hindi, and Punjabi," compiled by MOSAIC, July 1988, 2nd ed.
   b. "Key Words for Health and Medical Care in English and Polish, Russian, and Ukranian," compiled by MOSAIC, Nov. 1985, 2nd ed.

c. Pamphlet: "MOSAIC" Multilingual Orientation Service Association for Immigrant Communities [The agency provides translation, interpretation, bilingual counselling, employment, community outreach, and English teaching services]

10. National Extension College
    a. *The Right to be Understood: A Handbook for Working with, Employing and Training Community Interpreters* by Jane Shackman, pub. by National Extension College (1984).

11. *The New York Times (Law)*
    a. "Tide Rises on Suits for Bilingual Work Bonuses" (May 18, 1990)

12. OASIS [Copenhagen]
    a. Information sheet (The center provides counseling for refugees)
    b. "Dynamic Interpreting" (excerpts) by Kjeld Lings (1989)
    c. "Supervising Interpreters at OASIS" by Lise Ravn, translated by Kjeld K. Lings (July 1990)

13. Parkside Police Station [Cambridge]
    a. Interpreter Orientation Packet (no title) prepared by Tony Capon et al.

14. Psychosocial Team for Refugees in Norway
    a. Pamphlet describing the purpose of the team

15. Royal Courts of Justice
    a. Transcript of Judgement for Regina v. Iqbal Begum (April 22, 1985)

16. *San Jose Mercury News*:"Lost in Translation" series
    a. "How court interpreters distort justice: Incompetence fouls witnesses' testimony" by Miranda Ewell and David Schrieberg (12/17/89)
    b. "At the mercy of others' voices" by Miranda Ewell (12/17/89)
    c. "What jury heard was not what was said" by Miranda Ewell (12/17/89)
    d. "Uncertified interpreter spoils case" by David Schrieberg (12/17/89)
    f. "State interpreting rules get lip service" by David Schrieberg and Miranda Ewell (12/18/89)
    g. "Interpreter, accuser, cousin, uncle: Roles tangled in murder-suicide" by Miranda Ewell (12/18/89)
    h. "'Critical' shortage can stop trials cold" by David Schrieberg (12/18/89)
    i. "Complaints can fall on deaf ears for years" by Miranda Ewell (12/18/89)
    j. "Interpreter problem runs beyond courtroom" by David Schrieberg and Miranda Ewell (12/19/89)

17. Swedish Immigration Bureau: Unofficial translations of brochures produced by the Bureau in Norköpping
    a. Guidelines for using an interpreter (no title)
    b. "Reports on Experiences of Bilingual Personnel"
    c. "Speak through an Interpreter"
    d. "To Be an Interpreter"

18. Trial Court of the Commonwealth
    a. Professional Code for Court Interpreters

19. Translators and Interpreters Educational Society Newsletter *Channels*

20. Université de Genève
    a. Parallèles: Cahiers de l'Ecole de Traduction et d'Interprétation, no. 11 (Autumn 1989)

21. United States Congress

a. "Public Law 95-539, 95th Congress: to provide more effectively for the use of interpreters in courts of the United States, and for other purposes" (10/28/78)

b. "Amendment in the Nature of a Substitute: Court Interpreters Improvement Act of 1986" by Mr. Hatch, 99th Congress

22. Uppsala Immigration Bureau

a. "Tala Genom Tolk (Talking through an Interpreter)"

b. "Valkommen till Invandrarbyran! (Welcome to the Immigration Bureau!)"

UNIVERSITY OF MINNESOTA

CURA

Center for Urban and Regional Affairs
330 Hubert H. Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455

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